DOCUMENT RESUME

ED 112 128 95 CE 004 914

AUTHOR Gray, Kenneth C.
TITLE An In-School Job Placement Service for Secondary School Students. Final Report.
INSTITUTION Mount Ararat School, Topsham, Maine.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.
PUB DATE 30 Jun 75
NOTE 73p.; Portions of the Appendix have been retyped so that they will reproduce in microfiche

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Educational Legislation; *High School Students; Job Application; *Job Placement; *Program Descriptions; Program Development; Secondary Education; Student Employment; Student Placement
IDENTIFIERS Maine

ABSTRACT

A job placement model, integrated into an existing guidance program, was developed, field tested, and evaluated in the Mt. Ararat School, Maine. The project focused on nine priorities related to job placement, job development, job-seeking and keeping skills, and followup services. Objectives, procedures, and methods of evaluation were set up for each priority. The process was divided into five major areas in which specific activities were conducted: needs assessment, job development, student development and placement, followup (post-graduate and undergraduate), and evaluation. A placement team approach was developed as a model for small schools with limited guidance staff. A successful program was established which led to the writing of legislation to provide similar services to all Maine high school graduates. Conclusions relate to each of the five activity areas and show that the need for job placement among high school students can best be met by existing guidance staff or by a placement team. Five recommendations for promoting job placement in secondary schools are stated. Appended materials (24 pages) include forms used in assessment, development, and evaluation activities; a copy of the legislation; and a 20-item bibliography. (MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112128

FINAL REPORT

An In-School Job Placement Service for Secondary School Students Exemplary Project

Conducted Under
Part C and Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Vocational Education, Maine Department of Educational and Cultural Services. Grantees undertaking such projects under State department sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Department of Educational & Cultural Services position or policy.

Kenneth C. Gray
Director of Guidance
Mt. Ararat School
Topsham, ME 04086

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

June 30, 1975

CE 004 914

TABLE OF CONTENTS

List of Tables 1
Summary of Report 2-3
Problem Area 3-5
Goals and Objectives 6-14
General Design and Procedure 15-27
Needs Assessment 15
Job Development 15-16
Student Development and Placement 16-22
Follow-Up 22-23
Evaluation 23-27
Results and Accomplishments 27-39
Needs Assessment 27
Job Development 27-28
Student Development and Placement 28-33
Follow-up 33-37
Evaluation 38-39
Other Activities 39-42
Dissemination 39-41
Staff Development 41
Miscellaneous 41-42
Conclusions, Implications and Recommendations 42-44
Appendix 45

List of Tables

Table I - Needs Assessment Results 27

Table II - Job Development Statistics 27

Table III - Learning Activities Statistics 28-29

Table IV - Results of Work Attitudes P.T. Unit 29-30

Table V - Placement Figures 32

Table VI - Follow-up Group Statistics 33-34

Table VII - Follow-up Statistics on All Students Placed . . 35-37

PROJECT SUMMARY

Period Covered - July 1, 1974 through June 30, 1975

GOALS AND OBJECTIVES

The Mt. Ararat School Guidance Department will develop, field test, and evaluate a secondary school job placement model, which is integrated into an existing guidance program.

The proposed project will be comprised of nine priorities:

I. Develop and field test a "Placement Team" model approach to job placement

II. Develop and field test an instrument to assess the extent of the need for job placement in a secondary school

III. Organize and conduct an on-going program of job development

IV. Organize and conduct learning activities to teach students job-seeking and job-keeping skills

V. Provide Job placement services

VI. Organize and field test a program of follow-up services to past graduates

VII. Explore the relationship between secondary school job placement and night adult education programs

VIII. Organize and conduct a program of dissemination of project materials and expertise

IX. Organize and conduct an evaluation

PROCEDURE

A comprehensive job placement service was established within an ongoing secondary guidance program. Within this model activities were conducted in five areas: namely, needs assessment, job development, student development and placement, follow-up and evaluation. A placement team approach was developed to provide a model for small rural schools with small or non-existent guidance staff.

RESULTS

A highly successful job placement program was established. For example, all graduating seniors available for job placement were placed. The success of our effort led to the writing of legislation to provide similar services to all Maine high school graduates. All objectives were met.

EVALUATION

A third party evaluator visited the project on two occasions. The Deputy Commissioner of Education for Vocational Education viewed the project as has the exemplary project director for the state. Pre- and post-testing evaluation procedures were designed in all student development activities. A follow-up program was conducted to determine graduate satisfaction with our first year activities. Satisfaction of the business community was determined by interview.

CONCLUSIONS

The need for job placement assistance among high school students is significant. In-house placement programs best meet this need. By either reordering of priorities of existing guidance staff or by the establishment of a placement team, high schools can meet the placement needs of graduating seniors. The public relations benefit of this activity among parents and the business community is dramatic. It is recommended that all secondary schools be urged to develop plans to provide job placement services as part of its total placement effort. Legislation is recommended as the best mode to effect this change.

PROBLEM AREA

Unemployed youth is a dramatic problem in the state of Maine. The 1970 census found, for example, that one out of every ten eighteen-year-olds in the labor force were unemployed. Jobless youth in the first five months of 1972 numbered 7000, up 1900 from a similar period in 1971 (Maine Manpower, 1972). While the number of graduating seniors is increasing yearly at a rate of approximately seven percent, the projected increase in total employed is projected to increase only 2.2% through 1980 (Manpower Projections to 1980). At the same time the percentage of graduating seniors wishing to enter the labor market seems to be increasing. The percentage of seniors attending higher education has declined 13% from 1970-73 (Maine Educational Facts, 1971-72). Thus it would appear that the already high unemployment rate of youth can be expected to grow even larger as the numbers of youth entering the labor market increases at a far more rapid rate than the number of new jobs available. In the project's Maine Employment Security District, 21% of those receiving full unemployment benefits were under twenty-five.

The recent economic recession has further aggravated this situation. In April of 1975, the unemployment rate in Maine reached 12.5%, the highest

in twenty-five years. At the same time, federal job programs are more often than not structured so as to exclude recent high school graduates.

A recent survey of Maine's graduating class of 1972 (Maine Youth, 1972) provides some further interesting information to support the necessity for in-school placement services. The survey found that of those seniors seeking full time employment, 51.2% had not found employment as of May prior to graduation. Girls were having particular difficulty. When one asks such questions as how many who reported they had found work really had, and how many who reported to be planning to continue their education actually did not, one can speculate that the 51.2% probably is an underestimate.

The report further indicated a second placement need for Maine youth, namely summer job placement (Maine Youth, 1972). Of those graduating seniors who were planning to continue their education, 21.8% had not found summer employment. Of underclassmen 35.2% of the junior and 43.1% of the sophomores had not found summer work. One cannot over-estimate the importance of summer work to rural youth. Many rural youth buy all their own clothes, finance their education, and in some cases own the only family car. Many must depend primarily on summer earnings to carry them through the year. This is not to even mention the career development advantages of summer employment.

In light of this, it would seem that rural school placement programs are needed not only because on the unemployment situation of rural youth seeking full time employment, but also because of the similar situation facing those seeking summer work.

Locally there is strong evidence that students desire assistance in finding employment. A survey of the 1975 graduating class of Mt. Ararat School indicated that 45% wished assistance in some type of job placement; 22% of these wanted full time permanent jobs.

Secondary schools, at present, are not addressing themselves to this problem. A recent survey of young Maine workers, for example, found that only 2.4% were assisted in finding their first job by either a teacher or counselor (Youthful Maine Workers: An Exploratory Study). Although secondary school educators have long provided placement services for those pursuing post-secondary education, they have not been equally accountable for those seeking work. If public education is for all students, then public education,

through existing guidance services, must begin to provide placement services not only to those going on to post-secondary education, but also to those going on to work.

PRIORITY I. DEVELOP AND FIELD TEST A PLACEMENT TEAM APPROACH TO SCHOOL JOB PLACEMENT

OBJECTIVE	PROCEDURE	EVALUATION
THE PROJECT DIRECTOR WILL WRITE PLACEMENT TEAM GUIDELINES BY SEPTEMBER 15, 1974	(1) Write criteria for: Team selections Role function Activity	Compliance with Objectives
THE PLACEMENT TEAM WILL DEVELOP AND FIELD TEST A MINIMUM OF FOUR STUDENT DEVELOPMENT CLASSROOM PROGRAMS BY MAY 30, 1975	(1) Identify faculty volunteers (2) Organize by November, 1974 (3) Field test (4) Evaluate, have printed	Compliance with Objectives
THE PLACEMENT TEAM WILL MEET A MINIMUM OF ONCE A MONTH TO REVIEW AND ASSIST IN PLACEMENT EFFORT FOR GRADUATING SENIORS	(1) Establish and set meeting date (2) Identify seniors	Compliance with Objectives

PRIORITY II. DEVELOP, FIELD TEST, AND REVISE AN INSTRUMENT TO ASSESS THE EXTENT OF THE NEED OF JOB PLACEMENT SERVICES IN A SECONDARY SCHOOL

OBJECTIVE	PROCEDURE	EVALUATION
NEEDS ASSESSMENT INVENTORY WILL BE ADMINISTERED TO ALL 9-12 STUDENTS BY OCTOBER, 1974	(1) Administer in Advisory Groups	Compliance with Objectives

PRIORITY III. ORGANIZE AND CONDUCT AN ON-GOING PROGRAM OF JOB DEVELOPMENT

OBJECTIVES	PROCEDURE	EVALUATION
THE PROJECT DIRECTOR WILL CONTINUE A PROGRAM TO INFORM BUSINESSMEN OF THE SERVICE	(1) Continue ongoing effort	Compliance with Objectives
THE PLACEMENT COORDINATOR WILL MAKE A MINIMUM OF 15 CONTACTS WITH EMPLOYERS PER WEEK	(1) Review daily want ads (2) Visit or call prospective employers	Accountability Sheet
THE PROJECT DIRECTOR AND A PLACEMENT COORDINATOR WILL CONTACT AND ESTABLISH A WORKING ARRANGEMENT WITH EXISTING AGENCIES OR INDIVIDUALS INVOLVED IN JOB PLACEMENT FOR YOUTH	(1) Survey helping agencies in area of public school (2) Arrange meetings	Compliance with Objectives
THE PROJECT WILL BECOME A CO-OPERATIVE AGENCY WITH MAINE EMPLOYMENT SECURITY AND EXPLORE THE RELATIONSHIP OF M.E.S.C. AND SECONDARY SCHOOL JOB PLACEMENT PROGRAMS	(1) Initiate procedures for co-operative agency (2) Arrange meeting with M.E.S.C.	Compliance with Objectives

PRIORITY IV. ORGANIZE AND CONDUCT LEARNING ACTIVITIES TO TEACH STUDENTS JOB-SEEKING SKILLS

OBJECTIVES	PROCEDURE	EVALUATION
THE PROJECT WILL DEVELOP AND FIELD TEST AN EXPORTABLE "MINI-COURSE" IN JOB-SEEKING AND JOB-KEEPING SKILLS FOR JUNIORS AND SENIORS BY JUNE, 1975	(1) Develop PERT chart (2) Develop materials, resource people (3) Recruit students (4) Conduct/evaluate (5) Package (6) Field test package/ evaluate	Compliance with Objectives
THE PROJECT STAFF WILL ESTABLISH A FOLLOW-UP GROUP PROCEDURE FOR STUDENTS PLACED BY JANUARY, 1975	(1) Develop PERT chart (2) Collect materials	Compliance with Objectives

PRIORITY V. PROVIDE JOB PLACEMENT SERVICES TO STUDENTS

OBJECTIVES	PROCEDURE	EVALUATION
ALL GRADUATING SENIORS SEEKING EMPLOYMENT WILL BE PLACED	(1) Individual placement counseling	Compliance with Objectives
STUDENTS SEEKING PART-TIME EMPLOYMENT WILL BE PLACED	(1) Individual placement counseling	Compliance witn Objectives
TWENTY-FIVE STUDENTS SEEKING SUMMER EMPLOYMENT WILL BE PLACED	(1) Individual placement counseling	Compliance with Objectives
YEAR TWO Objective 1 Same 2 50 3 50		
YEAR THREE Objective 1 Same 2 75 3 75		
ALL SENIORS, IDENTIFIED AS NEEDING PLACEMENT SERVICE BY FOLLOW-UP PROCEDURE, WILL BE PLACED	(1) Review follow-up (2) Contact students/interview (3) Placement	Compliance with Objectives

PRIORITY VI. ORGANIZE AND FIELD TEST A COMPREHENSIVE PROGRAM OF FOLLOW-UP SERVICES TO POST GRADUATES IN THE LABOR MARKET

OBJECTIVES	PROCEDURE	EVALUATION
THE PROJECT STAFF WILL CONDUCT A FOLLOW-UP STUDY OF THE CLASS OF 1974	(1) Develop form by September 15, 1974 (2) Mail by September 30, 1974 (3) Compile results by October 30, 1974	Compliance with Objectives
THE PLACEMENT COORDINATOR WILL ORGANIZE AND FIELD TEST A FOLLOW-UP GROUP MEETING PROGRAM FOR GRADUATES IN LABOR MARKET	(1) Develop format (2) Recruit participants (3) Conduct (4) Evaluate	Compliance with Objectives
GRADUATES IDENTIFIED AS UNEMPLOYED WILL BE PERSONALLY INTERVIEWED	(1) Review follow-up survey (2) Contact students for interviews	Compliance with Objectives

PRIORITY VII. EXPLORE THE RELATIONSHIP BETWEEN SECONDARY SCHOOL JOB PLACEMENT AND ADULT EDUCATION PROGRAMS

OBJECTIVES	PROCEDURE	EVALUATION
THE PROJECT STAFF WILL MEET WITH LOCAL AND STATE ADULT EDUCATION STAFF TO EXPLORE RELATIONSHIP OF JOB PLACEMENT SERVICE AND ADULT EDUCATION	(1) Arrange meetings	Compliance with Objectives

PRIORITY VIII. ORGANIZE AND CONDUCT A PROGRAM OF DISSEMINATION OF PROPER MATERIALS AND EXPERTISE

OBJECTIVES	PROCEDURE	EVALUATION
THE PROJECT STAFF WILL DEVELOP A PLACEMENT WORKSHOP FORMAT BY SEPTEMBER 15, 1974	(1) Develop PERT chart (2) Collect materials (3) Field test	Compliance with Objectives
THE PROJECT STAFF WILL PRODUCE A SLIDE PRESENTATION ON SECONDARY JOB PLACEMENT BY OCTOBER 1, 1974	(1) Secure technical assistance September, 1974 (2) Write dialogue (3) Take pictures - produce	Compliance with Objectives
THE PROJECT STAFF WILL BE AVAILABLE FOR VISITATION BY SEPTEMBER, 1974		Compliance with Objectives
THE PROJECT DIRECTOR WILL PREPARE REPORTS FOR THE STATE DEPARTMENT OF EDUCATION AND CULTURAL SERVICES, BUREAU OF VOCATIONAL EDUCATION, AS REQUIRED	(1) Secure forms (2) Collect data (3) Write and submit	Compliance with Objectives

PRIORITY IX. ORGANIZE AND CONDUCT AN EVALUATION AND FOLLOW-UP

OBJECTIVES	PROCEDURE	EVALUATION
THE PROJECT DIRECTOR WILL SECURE THE SERVICES OF A THIRD PARTY EVALUATOR TO ASSESS COMPLIANCE WITH OBJECTIVES OF PROJECT YEAR JULY 1, 1974 - JUNE 30, 1975	(1) Secure evaluator by September, 1974 (2) Conduct evaluation	Compliance with Objectives
THE PROJECT STAFF WILL SURVEY CLIENTS AND EMPLOYERS TO DETERMINE SATISFACTION IN JUNE, 1975	(1) Prepare a survey form (2) Mail (3) Tabulate results	
THE PROJECT DIRECTOR WILL PREPARE A FINAL REPORT		Compliance with Objectives

PROJECT DESIGN AND PROCEDURES

The design which was developed in the first year of the project was for the most part continued in the second year with the Placement Coordinator taking primary responsibility for job development and placement, while the Director, Placement Counselor and other guidance staff shared responsibility for needs assessment, student development, follow-up and evaluation. In addition, a Placement Team was organized which consisted of the project staff, 1 member of the guidance staff, several faculty members, and other school staff (a secretary, the registrar and a custodian) whose purpose it was to aid in producing units for teaching job-seeking and job-keeping skills and to further assist in providing placement services to students, especially seniors looking for permanent jobs.

The process of the placement model was divided into five major areas: 1) Needs Assessment 2) Job Development 3) Student Development and Placement 4) Follow-up and 5) Evaluation.

I. NEEDS ASSESSMENT

The Coordinator revised and administered a needs assessment form to the Class of 1975 in February, 1975. The form is one page long and can be completed in a very brief time (see Appendix). The Coordinator compiled the results and made up lists of students who planned to continue their education, those entering the military, those wanting to work full time, those wishing to work part time or temporarily through the summer and a "miscellaneous plans" list which included, for example, those who planned to travel or get married. The list of students who indicated they would need help looking for full-time permanent jobs was distributed and reviewed by the Placement Team in order to get input from that group on possible openings.

II. JOB DEVELOPMENT

Job development is specifically defined as any effort which immediately or eventually results in job orders; broadly speaking, it is that which is done to get information on employment opportunities to which students can be referred. Visits and calls to employers were the major means of obtaining job openings. In the fall and winter months, however, the project staff felt that too much pushiness when jobs were scarce would have resulted in negative, rather than positive feelings toward the program. Therefore, rather than re-contacting the same employers frequently, we found we were able to keep in the public eye by means of radio interviews, newspaper coverage, public speaking engagements, and phone calls to check references, follow-up a placement, etc.

Following is a list of specific activities undertaken in an effort to obtain job openings and inform the business community of our services:

We became a cooperating agency with the Maine Employment Security Commission, thereby enabling us to receive the state Job Bank microfiche daily.

The Placement Coordinator made pre-Christmas visitations to 26 area stores to inquire about job openings for the Christmas season.

The Coordinator continued her public speaking campaign by arranging for appearances at meetings of the area Lions Club and local Jaycees.

The Placement Office continued its advertising campaign through public service announcements about the program's services which were aired on two local radio stations.

Several articles on the Placement Office's activities, especially its campaign to get legislation on job placement in Maine schools passed, have appeared in the local newspaper as well as in the American Vocational Journal.

The Placement Counselor printed and distributed 137 advertising flyers to 24 students under 16 who were looking for odd jobs. The students were advised to distribute these in their neighborhoods. The flyers were in part an attempt to encourage students to do some job hunting on their own.

A booth was leased at the Topsham Fair for one week to publicize the school in general and the Placement Office in particular. The Placement Office's slide/tape presentation was run at the booth.

The Placement Office indirectly informed businessmen of our services through presentations at a guidance department sponsored post-secondary planning workshop for parents. Future plans of juniors and seniors and these student's various options (e.g., college, vocational school, work, etc.) were discussed. 60 to 70 parents attended.

The Coordinator and Counselor sent letters to 65 summer camps in Maine to inquire about summer jobs. 52 students signed up for summer camp jobs. However, many were not qualified, being under 16.

The Coordinator had two college-bound seniors make phone calls to employers already contacted to inquire about summer jobs. While the results were disappointing, the two girls at least afterward appreciated the difficulties of the situation.

The Project Director and Coordinator made a presentation before the School Board in order to explain the Placement Office's services and to enlist the support of the Board. This too was an indirect way of informing the business community of our services.

The Project Director, in an effort to further inform the community of our services, spoke to a parent-awareness group which met at Mt. Ararat.

In the early spring, the Placement Coordinator, along with the Placement Counselor and the area Cooperative Education teacher, conducted a survey of area employers who had not yet been contacted to obtain general information about the types of jobs available and whether or not they would hire high school students (see Appendix for survey form).

III. STUDENT DEVELOPMENT AND PLACEMENT

Learning Activities

Senior Seminar

A day-long Job Seeking/Job Keeping Seminar for seniors was again conducted this year as last year. Several employers spoke to 60 seniors about various aspects of job hunting and job keeping (see Appendix for agenda). This activity was the kick-off to our campaign to place graduating seniors. A unit worksheet which includes the seminar objectives and a list of materials and activities follows.

Senior Seminar Unit Worksheet

Objectives:

1) To enable students to evaluate their own strengths and weaknesses so that they are seeking jobs which they stand a chance of getting and which will provide them with personal satisfaction.

2) To provide students with the basic tools needed in order to be competetive job seekers. These include the techniques of filling out applications, interviewing, correct appearance, etc.

3) To provide students with an understanding of the world of work, of their responsibilities to employers, and their employers' responsibilities to them, so that they will be better able to hold on to a position once they have found one.

Activities:	Materials:
1) General session to introduce students to Placement Office	1) Job Placement Office slide/tape presentation
2) Divide into groups to go over job packet	2) Job packet
3) Session on work attitudes - speeches and question and answer period. Whole group.	3) Employer panel of three employers
4) Speech on Labor Laws. Whole group.	4) Representative from Department of Labor
5) Speech on job interview techniques. Three groups.	5) Three employers
6) Mock interview sessions. Three groups.	6) The mock interview game
7) Evaluation of the day. Three groups.	7) Evaluation questionnaire

Sequence Chart:

The seminar activities occurred in the sequence in which they are listed above. The time each activity takes place can be estimated by referring to the agenda in the Appendix. Each mod lasted approximately 25 minutes.

Job Seeking/Job Keeping Seminar for Undergraduates

The Project Director visited three sophomore math classes with 45 students in them to administer Holland's Self-Directed Search test. The resulting index gave students an idea of the general categories of jobs for which they would be suited. The Placement Counselor subsequently visited these same math classes to explain the Placement Office's function and to teach a one-day lesson on resume preparation and the correct way to fill out applications. In two of these math classes the Placement Counselor field-tested an extended Job Seeking/Job Keeping Seminar which was geared to students who might be looking for part time or summer jobs while still in school. 33 students in two general math classes were involved. A detailed description of the seminar follows.

Objectives: Same as those of senior seminar (see above)

Duration: 11 sessions, each 50 minutes long

Materials & Resources: Mt. Ararat Job Packet, Mock Interview Game, Video-taped Interviews and On-the-Job Situations, Commercial Materials (such as filmstrips, readings, etc.), guest speakers.

Organization: The seminar was divided into three major segments, i.e., the job-hunt, the interview, and the post-employment segments. During the first segment the Placement Counselor had students fill out a preliminary evaluation sheet (see Appendix) to see how knowledgeable the students already were. Activities which followed included going over sample want-ads, and yellow pages as sources of job openings, practicing and writing sample phone calls to businesses, and filling out applications.

Three to four classroom sessions were spent on the "Interview Segment," since this is the only chance an applicant has to make a good first impression on an employer. First an employer came in to speak about interview techniques and to answer questions; next the Pre-Interview Checklist and a pamphlet on interviewing were gone over, after which the class practiced "mock interviews," each taking in turn both the role of interviewer and interviewee and rating each other. The class was further shown video-tapes of good and poor interviews and discussed them. An additional outside-of-class activity in this segment was the setting up of individual interviews with the Placement Counselor in the Placement Office. Students were given a list of nine jobs and each student had to choose one of the jobs to apply for (see Appendix). All of the jobs had at least two applicants and one had eleven, thus simulating a real situation. Students filled out schedules and were told to bring in the packet resume (which was filled out in one of the classes) to use as an application at the interview. A rating sheet was used by the Counselor after each interview and was given to the students in class when they were told who got hired and why.

In the third "post-employment" segment the primary aim was to develop an awareness of what good work habits and attitudes must be developed in order to keep a job. Other topics covered included the correct way to leave a job, payroll deductions and labor laws. The Checklist for Employees was gone over as an introduction; a filmstrip series entitled Trouble at Work (Guidance Associates) covered the four topics of absenteeism, lack of ambition, failure to ask questions, and hazing of new employees. Discussion followed. In addition video-tapes of students acting out problem situations on the job were shown and discussed. The video-tapes also included a situation in which a girl had to face the problem of leaving a job for a better one. This helped introduce the topic of giving notice and the importance of establishing good business references. The final part of this segment included going over payroll deductions, and various labor laws, such as minimum wage, overtime, work permit requirements, etc. Students did exercises on payroll deductions and figuring basic pay and overtime.

During the entire final class students completed an evaluation questionnaire which was revised and expanded on from the preliminary questionnaire.

Placement Team Units

The Placement Team conducted a half-day Saturday workshop in order to produce materials and units for use in various classes.

Four units were written up, the titles of which were "Handling an Office," "Out on Your Own," "Developing Basic Work Skills," and "You as a Worker." Time permitted only one of these units to be field-tested this year, although part of the third unit was completed (a video-taping of a couple attempting to buy a refrigerator in a local department store.) Plans to complete field-testing have been made for next year.

"You as a Worker"

The unit "You as a Worker" was field-tested in a freshman English class of 25 students by the Placement Counselor and the Guidance Counselor who helped write it up. The unit was designed to enable students to develop an awareness of how they would adapt to the world of work and of what would be expected of them, specifically in regard to work attitudes on the job.

The first activity was the development of a list of qualities of a good student; then each student rated themselves on these qualities. After this the teacher interviewed several students in class and had the class discuss the interviews. The teacher then asked the class to vote on who should be hired and then explained who she thought should be hired and why.

In the next class a list of qualities of a good employee was developed. Students then made up individual charts and rated themselves. An employer came in to explain what he felt were the important qualities of a good employee and the lists were compared and discussed.

The next class activity involved students taking part in various assembly line productions in order to evaluate how they performed in a group effort with a pre-assigned job.

The following class the students assembled puzzles. This was designed to test initiative and leadership; no roles were assigned. The puzzle assembly was video-taped so that students could rate themselves before and after viewing the tapes.

A human maze was used for the next class to see how well students performed at accomplishing various tasks on their own. There were 10 points in the maze with a task to perform at each. Students were timed and rated and the student with the best average score and time was declared the winner and given a prize.

The students next wrote endings to job situations which one of the assembly lines had produced, discussed the endings, and role-played the situations for the purpose of evaluating how they would handle problems on the job.

During the last session, students filled out evaluation questionnaires and final rating sheets. The teacher filled out an identical sheet on each person so that each could compare it with the self-evaluations (rating charts and evaluation sheets mentioned above are included in the Appendix).

Career Seminar

A five-meeting career seminar was conducted periodically for Juniors and Seniors. Organized around Holland's theory of vocational development, the Seminar

stresses self-evaluation, use of printed vocational materials, and getting into the community via job observation.

Additional Learning Activities

The Placement Counselor and a Guidance Counselor visited an English lab class for two mods to teach resume preparation and interview techniques.

The Placement Coordinator visited a Social Studies class for two mods to give a talk on Manpower job projections, future availability of jobs, and the employment picture in general in Maine.

The Project Director has taught a Distributive Education class of seniors once a week for the entire school year. Many of these seniors will be looking for full-time permanent jobs after graduation.

The Coordinator conducted a short-term job-seeking seminar in a recordkeeping class.

The Placement Coordinator developed "The Cashier Game" in response to employer comments about students' difficulties in making change. Several 25-minute sessions with from six to eight students in each were conducted in the Placement Office by the Coordinator and Counselor. The purpose of the game was to teach students interested in store work how to make change and fill out sales slips. This game was devised in the hope that store owners or managers, knowing we had students with whom we had worked on these things, would hire these students if they found that they needed extra Christmas help at the last minute.

A guidance counselor used the job packet in a psychology class.

The Placement Process

Applying to the Placement Office

The same application form as was used last year was used this year for students aged 16 and above (see Appendix). A student in this age group who registers with the Placement Office fills out an application and takes an interview with the Coordinator or Counselor. This interview is fashioned after an actual interview procedure. Having the student fill out the application and go through an interview gives the interviewer a means of measuring how much aid an individual student needs in application techniques, and how well a student understands the questions asked on the form and in the interview.

The form of application we use is a 5" x 8" card, printed on heavyweight paper, which fits easily into a file box (separate from the filing cabinet). The reasons we have continued to use this application are:

1) It is durable, being on heavy stock.
2) It is compact.
3) It is easy to file.
4) They are easy to sort through when looking for a particular application.
5) It is a form similar to that used by many employers and thus a learning experience.

A simplified registration card was used this year for students under 16. On this 5" x 8" card students write their name, address, telephone number, year of graduation, birthdate, date of application, attendance group and types of work they want. A brief interview follows the completion of this card during which

the interviewer finds out about transportation and work experience. The rationale behind the brief form and interview is that we feel students this age will get discouraged if they fill out a detailed application and go through a long interview as older students do, and then get no results because we are concentrating our efforts on seniors and older students. Thus, while we are not turning away the under-16 student, we are not building up his expectations to a degree where they will become negative about the Placement Office.

Placing Seniors Prior to Graduation

Unfortunately, unlike institutions of higher learning, employers cannot and good jobs will not wait until graduation day. Any secondary school truly committed to job placement must develop a procedure to allow seniors the opportunity to take a full-time job prior to graduation.

The process at Mt. Ararat has been facilitated by a graduation contract which was devised during the previous school year (see Appendix). Briefly, students and teachers make arrangements to finish required courses, and any other courses the student wishes to complete individually.

The contract spells out the following stipulations:

1) The student agrees to return to school if full-time employment ends.

2) The exact tasks which must be completed to finish courses, the times these assignments are due, and the process by which they will be submitted must be spelled out.

3) The weekly meeting time with the Placement Coordinator must be included.

The last point is worth some explanation. We at Mt. Ararat view this program as a transition effort. We still consider the student to be a full-time student who is involved in a final individual educational project--working full time. In this vein, it is a requirement that participants must meet weekly or bi-weekly with the Placement Coordinator to review the project work. In short, we do not cut these seniors loose. We attempt to support them in the crucial first weeks in the world of work.

Coordination with M.E.S.C. and Other Existing Placement Agencies

It is important that schools doing job placement coordinate and differentiate their activities with other public agencies providing similar services to youth. In rural states, this is not a major problem. The project staff could identify only four such agencies in our area: the Maine Employment Security Commission, the in-school and summer Neighborhood Youth Corps programs, school-based work/study programs and the summer Youth Conservation Corps. The project did not find itself in conflict with any of these. To the contrary, the project staff was able to cooperate and pool efforts with all of these agencies.

As mentioned above, we became a cooperating agency with M.E.S.C. enabling us to receive daily microfiches from the state Job Bank. In addition, the Placement Counselor enrolled and supervised the four in-school Neighborhood Youth Corps students as well as recruiting applicants for the summer N.Y.C. and the Youth Conservation Corps. The project staff was able to work jointly with the Distributive Education and Cooperative Education programs as well. The Project Director taught one Distributive Education class one day a week during the school year and assisted in

recruiting students for both programs. Furthermore, the Placement Coordinator, with the aid of the Cooperative Education teacher, devised and administered a survey form to numerous local employers.

IV. FOLLOW-UP

A rough draft of A Procedural Guide to Follow-up in Secondary Placement has been compiled in which we describe all of our follow-up activities. A few comments on our procedures is, however, appropriate here.

Post Graduate Follow-up

Follow-up procedures were developed and field tested for both post graduates and students still in school. In addition to one-to-one follow-up contact with students placed, in October of 1974 the Coordinator, along with the guidance staff, attempted to contact by telephone all of the previous June's graduates. All but a few were contacted and their status as of October was recorded (see Appendix for summary). Subsequently, in early January, 1975, all the graduates were invited to a Faculty/Graduate Get-Together. The large group was divided into three smaller discussion groups and the comments which were recorded in these groups were compiled and will, we feel, be of value and interest to the Mt. Ararat staff (see results in Appendix).

In conjunction with the Coordinator's efforts to place graduates who were unemployed in the fall and actively seeking work, a "Job Hunt Team" was organized by the Coordinator. The object of this activity was to get unemployed graduates into the Placement Office together to pool their efforts to mutual benefit.

Undergraduate Follow-up Groups

To assist undergraduates in adjusting to their new jobs, a group follow-up procedure was developed by the Placement Counselor. The goals of this activity were:

1) To provide group support and advice about on-the-job problems
2) To teach job retention skills
3) To provide students with information pertinent to them as employees, e.g., minimum wage, labor laws, etc.

Organization: Attendance was mandatory for all undergraduates we placed. The groups had from four to eight students in them and sessions were scheduled during the students' free mods. Three or four sessions were held for each group. Every three months or so new sessions were set up as a large enough new group of students placed accumulated. (Immediate follow-up in the first few weeks of employment was handled on an individual basis).

All students placed were sent for and were asked to fill out a questionnaire and to give us a copy of their schedules. (See questionnaire on following page). Questions 9 through 12 were used to evaluate the educational components of the Placement Office. The number of Yes and No answers were recorded in the statistics file. In order to keep track of attendance at follow-up groups as well as work history, etc., a follow-up card was kept on each student with the student's name, employer's name, job title, the date the student started work, the date the student left work (if applicable), the reason the student left (if applicable), comments regarding employer's remarks at time of follow-up contact, date of employer follow-up contact and record of attendance at follow-up groups (dates and number of sessions attended).

Content: The group meetings covered a variety of topics from Determination of Job Satisfaction, On-the-Job Problem Situations, Job-Keeping Skills, Promotions, Raises, Benefits, Money Problems, Labor Laws, and Changing or Leaving a Job.

Session One: As a kick-off, group participants were given back their questionnaires. Each was asked to describe his or her job for the group. Their answers to questions 2, 3 and 7 were used to evaluate the students' work records. Going over the answers led to group discussions about problems they had faced on the job and about the things they enjoyed about their work. Further answers were then gone over and those who indicated a desire for assistance with their income tax forms were put on a list to be contacted after January 31. Those who indicated that they felt ill-prepared for their interviews or the duties of their jobs were asked to explain further and to offer suggestions as to how we might better prepare them. Any students who were having problems at work were asked if they wished the Placement Office to contact their employers. Most did not want us to do this.

Sessions Two, Three and Four: Remaining group meetings dealt primarily with job-keeping skills. The Placement Counselor used several methods such as reading skits which had no endings and having students complete them, video-taped problem situations acted out by the drama club, or film-strips on problem situations at work. Discussion followed all of these methods. The correct way to leave a job was also dealt with in the video-taped skits.

V. EVALUATION

Employer Satisfaction

The best follow-up procedure to use with employers is periodic personal contact and this is the method we have used. Employers who had not listed openings with the Placement Office or had listed openings but had not hired any students referred were contacted by the Placement Coordinator as often as she felt was appropriate. The purpose of these contacts was to check on possible openings and/or the reasons the students referred were not hired. Employers who did hire referred students were contacted the first or second week after the student began work, and subsequently were contacted as the need arose. Often the Coordinator combined a call to check on openings with a check-up on students working at that particular place of business.

An employer follow-up file was kept (as in the case of each student placed) with a card for every employer visited by the Coordinator. On each card was recorded the company name, the names of students hired, the dates of employment, the dates of follow-up contact and comments by the employer at the time of follow-up. During follow-up contact, employers have been encouraged to relate any problems they see in employees as a whole, in students placed as employees, and in employees' relationships with each other. The Coordinator has further encouraged employers to provide positive reinforcement to students they hired by pointing out to the students their strong points as employees. When there was a specific problem to be resolved, the Coordinator spoke to the student first attempting to give the student enough confidence to handle the problem directly with the employer. If necessary, the Coordinator met with the employer and employee to see if the problem could be ironed out. It has been our experience that most problems arise from misunderstanding in the early days of employment; thus, if an employee can make it through this critical period he will usually be equipped to handle later problems on his own.

Evaluation Survey of Seniors & Employers

The two-pronged evaluation of both this year's graduates and the employers who have hired our students is not complete. The Senior Evaluation will be conducted as part of the Class of 1975 Follow-up in October. We found last year that

we added many Seniors to the list of job-seekers who had not anticipated in June that they would need our services. Since we would like to include as many people as possible in this evaluation, we will do it when more have made definite plans for the future.

The employer survey will be done during the extra days which the Placement Coordinator will work after the school has closed for summer vacation. This will give the Coordinator a good chance to check on employers and at the same time let employers know that the Placement Office is open to help them, even though the students are no longer in school.

Follow-up Group Questionnaire

NAME _____

CLASS _____ DATE: _____

1. List the job or jobs the Placement Office placed you in.

Employer	Position	Dates
		From: To:
		From: To:
		From: To:

2. Check the things you like(d) about your job.

___Salary ___Location ___ Employer (if different from supervisor)

___Fellow workers ___Hours worked ___ Other,Specify: _____

___Supervisor ___Type of work _____

3. Check the things you do (or did) not like.

___Salary ___Location ___ Employer (if different from supervisor)

___Fellow workers ___Hours worked ___ Other. Specify _____

___Supervisor ___Type of work _____

4. Do you understand what the deductions are (were) in your paycheck?

____ Yes ___ No

5. Do you know how to file your income tax return? ____Yes___No

6. Do you know what the minimum wage is? ____Yes ____ No

7. If you are no longer at the first job we placed you in, why aren't you?

A. Got fired because of

____ poor attitude

____ poor attendance

____ lack of skills

____ other, explain: _____

B. Quit because

___ went to another job

___ job wasn't what I wanted or expected

___ didn't get enough hours

___ got too many hours

___ personality conflicts with employer or fellow employees

___ personal reasons

___ other, explain: _____

C. Got laid off

8. Check each of the following things you feel you need to know more about or would like to discuss in the follow-up group.

___ Job seeking procedures

___ Job keeping procedures

___ Job leaving procedures

___ Promotions, raises and benefits

___ Paycheck deductions

___ Budgeting

___ Bank accounts--checking, savings, loan

___ Income tax returns

___ Consumer information

___ Labor laws--minimum wage

___ How to react to employer and fellow employee criticism

___ Other. Specify: _____

9. Did you feel the Placement Office gave you adequate preparation for your job interview?

___ Yes ___ No

10. Did you feel the Placement Office gave you adequate information about the duties of the job you were placed in and the employer you worked for?

___ Yes ___ No

11. If you are having problems with your job, do you feel a meeting of the Placement Counselor and your employer would help things?

___ Yes ___ No

12. Do you feel you know enough about job hunting to find your own in the future?

___ Yes ___ No

*Note - Please leave a copy of your schedule in the Placement Office

Evaluation by General Public

A continuous effort has been made to evaluate the project's effectiveness by sensing the public attitude toward us through our attendance at parents' nights, school board meetings and other community functions. When criticism of the program has been encountered, our approach has been to invite the person or persons involved into our office to discuss the nature of the criticism. We have found this is good public relations and aids us in assessing our impact on the community.

Outside Evaluator

An outside evaluator, Dr. John Young, has visited the project three times since September, 1974, and has reviewed and discussed all the project's activities with the staff. His final evaluation appears further on in the text.

RESULTS AND ACCOMPLISHMENTS

I. NEEDS ASSESSMENT

Out of 145 seniors, 138 or 95% of the class filled out the needs assessment form. We were unable to track down the 7 remaining seniors. The following results were compiled:

TABLE I

51% indicated plans for full-time employment
56% indicated plans for further education
32% indicated plans for both school and work
15% indicated plans to travel
18% indicated interest in the military

The total when added up is 172% which indicates that many seniors checked more than one possibility, and thus were uncertain of their plans. All seniors who filled out the form were sent for again in May to see if their plans had changed. We found that some who indicated they would need help job hunting no longer did and vice versa. The final results showed that while the actual names may have switched from one list to another, the percentage did not change appreciably at all.

II. JOB DEVELOPMENT

TABLE II

Total Businesses Visited	154		
Total Businesses Supplying One or More Job Orders	137	or	89%
Total Job Openings Since Beginning of Project			402
Total Job Openings Since June 30, 1974			252

During the pre-Christmas visitations to 26 area stores, it became evident that many employers were extending the hours of their present employees rather than hiring new help. Furthermore, they planned to draw from former employees, relatives and friends before hiring from the outside.

In the area of publicity, we feel it is significant that last spring we went to the local newspaper and radio stations for coverage, while this year both the radio stations and the newspapers have sought us out numerous times for information concerning our program. If job openings received are any indication, advertising the Placement Office on radio and in the newspaper was much more effective than the advertising flyers we handed out to students for distribution, since only three students got jobs as a result of the flyer ad.

In response to our mailings to 65 summer camps, we received 6 replies and 2 job orders for 7 openings. We referred 11 applicants to both jobs out of which one was hired. From these results, we concluded that this was not one of our more fruitful attempts to obtain job orders and that perhaps the effort and expense involved were not worth the returns.

The survey of new employers which was conducted by the Coordinator, Counselor, and Cooperative Education teacher proved quite gratifying as it provided positive feedback from employers. The survey affirmed once again our belief that personal contact, especially visits, with employers is by far the best means of obtaining job openings. One employer even called us shortly after our visit and told us he had an opening and since we had had enough enthusiasm to go door to door looking for students, he would give us first crack at finding someone to fill his position. He subsequently hired two of our students.

III. STUDENT DEVELOPMENT AND PLACEMENT

TABLE III

Number of students registered (grades 7 through 12)	604
Number of students at Senior Seminar	60
Number of students at Undergraduate Seminar	34
Number of students in Placement Team Unit	25
Number of students in Distributive Education Class	25
Number of students in Career Seminar	40
Number of students in Cashier Game	16
Number of students in Math classes visited	60
Number of students in Social Studies class visited	23
Number of students in Record Keeping class visited	16
Number of students in English lab visited	25
Number of students in Psychology Seminar	12

TABLE III (cont)	
Total	336
Total students grades 9 through 12	806
Percentage of students grades 9 through 12 participating in student development activities	42%

Of the 604 students who have registered with us, all go through an interview when they first apply. During this interview we point out the correct way to fill out applications and how to take an interview. We consider this the first step in the student's development and training as a potential member of the work force. Only students grades 9 through 12 have participated in our learning activities this year.

On the more formal side, the five major learning activities conducted by project staff this year have been the Senior Seminar, the Undergraduate Job Seeking Seminar, the Placement Team Unit on Work Attitudes, the Distributive Education class and Career Seminar both taught by the Project Director. These five activities, along with the other more short-term visits to classes and the "Cashier Game" have enabled us to reach a goodly portion of the student body. 184 students were involved in the five major activities, while an additional 152 were involved in the short-term activities. This means that out of a student population of 806 for grades 9 through 12, 42% took part in the program's formal student development activities.

Placement Team Unit

As pointed out previously, the Placement Team at the workshop day produced four units, one of which was field-tested. The unit "You as a Worker," went well judging from the results of the final evaluation questionnaire and self-evaluation (see Appendix for samples).

Twenty-five students in a freshman English class participated in the unit. No grades were given, since it is difficult to grade attitudes. However, in comparing the final student ratings of themselves with the ratings by the teachers, the results did not widely differ. This would indicate that the students had developed fairly objective views of themselves as workers.

Results of the Placement Team Unit evaluation questionnaire indicated that students were generally positive about the unit and felt they had learned something. Following is a summary of the results:

TABLE IV	
Ratings	
Liked the student interviews	25
Liked the assembly lines	22
Liked the employer speech	21
Liked the puzzle	23

TABLE IV (cont)

Liked the maze	21
Liked the job situations	22
Liked the wrap-up and evaluation	21
Comments	
Needs improvement:	
student interviews	1
assembly lines	4
puzzle	1
maze	2

These results indicated a pretty high level of positive feedback when not more than four out of 25 students felt negative about any one activity. Specific comments about how to improve the activities were generally lacking, although one student said he would make the assembly lines "more real" and another student made the same comment about the job situations.

Undergraduate Job-Seeking/Job-Keeping Seminar

An evaluation questionnaire (or test) was also used in the undergraduate seminar (see Appendix). Students received grades for the test which counted toward their quarter grades in Math. Out of 33 students, 27 passed the test. Out of those who received failing grades most failed because they has missed classes and had not made up the work they had missed or covered the materials we had gone over in class.

Senior Seminar

Another evaluation was conducted at the end of the senior seminar day. The questionnaire used follows with the total answers recorded after each item. Thirty-two seniors filled out the sheet.

Job Placement Workshop Evaluation

Name _____

I. (Check all that apply):

1. The workshop:	18	is good held as an all day session.
	7	should be divided into separate sessions and held throughout the year.
	10	should be held earlier in the year.
	22	should be held again next year.
	1	not so early in the morning.
2. The workshop:	14	was very helpful.
	7	was helpful.
	21	gave me some new ideas.
	0	was of no value to me.

3. The packet material:
   - 21 is very helpful.
   - 6 is somewhat helpful.
   - 17 is something I will use later.
   - 0 is of no value to me (in this case, please return it.)

4. The interview section:
   - 25 gave me a better understanding of the employer's point of view.
   - 9 supported what I already thought I should do at an interview.
   - 4 was a good review.
   - 9 had good speakers.
   - 0 was of no value to me.
   - 3 other. Don't let good friends interview each other.

5. The "work attitude" section:
   - 17 gave me some new ideas about working.
   - 27 gave me a better understanding of the employer's problems.
   - 2 provided no new material.
   - 1 other.

6. The section on Labor Laws:
   - 13 was interesting.
   - 16 gave me new information about my rights as an employee.
   - 3 was not worthwhile.
   - 5 other. not clear 1; do wages 1; somewhat boring 3.

7. The speaker I liked best was Patenaude 22; T. Gray 3; Tucker 1; all 3.
8. The section I liked best was interview 12; attitudes 10; game 2, laws 2; all 2.
9. The most worthwhile thing I learned at the workshop was how to interview 18; work attitudes 8; rights 1; employer's point 7; what to bring for interview 4; where to look 3; "be yourself" 2.
10. Do you feel the workshop gave you good preparation for job-seeking and job-keeping? Yes 29
11. Can you think of anything that should be added to the workshop? No 14 - Yes 11 What? more speakers 4; different jobs 6; college jobs 4; real employer interviews 2.
12. Do you feel anything should be left out of the workshop? No 18 - Yes 7 What? less lecture 1; less law 6.
13. Would you recommend the workshop to others? Yes 30 - No 0

From the noticeably small number of negative comments, we can assume that the seminar was a success. The only item where there seemed to be an even split in opinions was the first which asked about when and how the seminar should be offered. But still the majority felt it was good as a one-day affair.

Placement Figures

TABLE V

Total Figures

Total students registered	604
Students registered since June 30, 1974	279
Total students placed in one or more jobs	208
Total number of placements	272
Total placements since June 30, 1974	155

Class of 1975

Registered with Placement Office	88
No longer want or need assistance	28
Placed in full time permanent jobs	12
Placed in part time permanent jobs	2
Placed in summer jobs	10
Placed in part time temporary jobs	20
Placed in odd jobs	10
Total placed	54
Still looking for full time permanent jobs	18
Still looking for summer jobs	12

Placing Seniors Prior to Graduation

This school year three seniors took advantage of our policy which allows them to leave school early to take a full-time job. One student took a bookkeeping job, one took a construction job and the third took a part-time bank teller's position which will work into full-time

Coordination with M.E.S.C. and Other Existing Placement Agencies

As of the present date (May 16) we called the state Job Bank on 122 openings, were able to refer to 67 jobs, and placed 8 students through this agency. The main reasons that the placement figure is so low in comparison to the number of calls and referrals are: distance from the job site, job already filled due to numerous referrals from M.E.S.C. offices, and competition with many other, often older applicants with more experience and/or who were living closer to the job site. However, on the positive side, there are eight applicants who might still be unemployed if not for the state Job Bank.

During the entire school year the Placement Counselor enrolled and supervised four

in-school Neighborhood Youth Corps enrollees and recruited 24 applicants for the summer Neighborhood Youth Corps. As of this date 8 of the applicants have been notified of their acceptance into the program.

In addition, the Counselor recruited fifteen applicants for the Youth Conservation Corps, a summer work program designed to teach students about their environment as well as to provide a work opportunity. The school was allotted two slots so that only two of the applicants were accepted and two were chosen as alternates.

The employer survey which was conducted by the Coordinator, Counselor and Cooperative Education Teacher proved that the Placement Office could effectively pool efforts with school work/study programs to leave a positive impression with employers. Cooperation and coordination prevents employers from getting aggravated by being contacted by too many school representatives looking for jobs for students. In fact, most employers said they preferred to be contacted only twice a year at the most by the Placement Office, and that they would initiate any other contacts.

Since the survey will be an on-going effort, there are no final figures; but to date we have contacted 37 employers using this form and have gotten job orders from 8 of these companies. However, it should be noted that the survey was conducted in the early months of the year when jobs were scarce everywhere.

IV. FOLLOW-UP (AND) V. EVALUATION

Post-Graduate Follow-up

As mentioned above, the results of the class of 1974 follow-up phone calls and the Faculty/Graduate Get-together are included in the Appendix. As these results show, we were able to contact all but five out of last year's class of 143 seniors. Of the nine students who indicated that they would like job-hunting, all were invited to come in and participate in the "Job Hunt Team's" efforts. Only three students could make it at the same time, but the rest came in individually. Team members exchanged resumes, coordinated job hunts, supported each other's efforts and shared frustrations. All of these "team" students have since been placed or have found jobs on their own.

Undergraduate Follow-up Groups

Thus far 56 students, grades 9 through 12, have participated in the undergraduate follow-up groups and 82 have filled out the follow-up questionnaires (see pages 25 and 26 for samples). Of the 26 who have not attended the groups, only 5 who were scheduled did not attend. The rest were not required to attend either because they had left school to work, had dropped out, or had had odd jobs which lasted only a few days.

From the evaluative questions asked on the questionnaires we got the following results:

TABLE VI

1. Liked their salaries	66%
2. Liked type of work	84%
3. Felt they had adequate interview preparation:	
Yes	95%
No	2%

TABLE VI (cont)

No answer	3%
4. Felt Placement Office gave adequate information about the duties of their job:	
Yes	79%
No	16%
No answer	5%
5. Felt they knew enough about job hunting to find a job on their own.	
Yes	60%
No	27%
No answer	13%

Follow-up Statistics on All Students Placed

TABLE VII

CLASS OF 1974	Still There	Laid Off or Job Done	Fired	Quit to Take Better Job	Quit - Didn't Like	Quit - Returned to School	Quit - Health	Quit - Transportation	TOTALS
Permanent Full Time	17	5	1 (attend.) 1 (skills)			1	1	1	27
Permanent Part Time	1	1			1				3
Summer	2	2				2			6
Part-Time Temporary (year-round)	1	2		1					4
Odd Jobs		1							1
TOTALS	21	11	2	1	1	3	1	1	= 41
CLASS OF 1975									
Permanent Full Time	9	1		1			1		12
Permanent Part Time				2					2
Summer	4	5	1 (attitude)						10
Part Time Temporary	8	5	4 (attitude) 1 (attend.)	1			1		20
Odd Jobs		10							10
TOTALS	21	21	6	4			2		= 54

Follow-up Statistics on All Students Placed

Table VII

CLASS OF 1976	Still There	Laid Off or Job Done	Fired	Quit to Take Better Job	Quit - Didn't Like	Quit - Returned to School	Quit - Health	Quit - Trans-portation	TOTALS
Summer	4	5							9
Part Time Temporary	13	4	6 (attitude) 1 (theft)	1	4			1	30
Odd Jobs		5							5
TOTALS	17	14	7	1	4			1 =	44
CLASS OF 1977									
Summer	3	5							8
Part Time Temporary	4	4	1 (too Slow) 1 (attend.)						10
Odd Jobs	1	11							12
TOTALS	8	20	2					=	30
CLASS OF 1978									
Summer	1	5							6
Part Time Temporary	1		1 (attend.)	1					3
Odd Jobs	3	16	1 (immature)		1				21
TOTALS	5	21	2	1	1			=	30

Follow-up Statistics on All Students Placed
TABLE VII

CLASS OF 1979	Still There	Laid Off or Job Done	Fired	Quit to Take Better Job	Quit- Didn't Like	Quit - Returned to School	Quit - Health	Quit - Trans-portation	TOTALS
Summer		6							6
Part Time Temporary									
Odd Jobs		5							5
TOTALS		11							= 11
CLASS OF 1980									
Summer									
Part Time Temporary									
Odd Jobs									
TOTALS									= 0

Out of 210 students placed, 72 are still working; 26 at Permanent Full Time Jobs; 1 at Permanent Part Time Jobs; 14 at Summer Jobs; 27 at Part Time Temporary Year-Round Jobs and 4 at Odd Jobs.

98 were laid off or finished the jobs (as in Odd Jobs); 19 were fired; 7 quit to take a better job; 6 quit because they didn't like their jobs; 3 quit for reasons of health; 2 quit due to lack of transporation and 3 quit to return to school.

Third Party Evaluator

In addition to all of the self-evaluation procedures described above, Dr. John Young has visited the project three times in its second year of operation and his final evaluation is included below:

Evaluation Report
In-School Job Placement Service for
Secondary School Students
Mt. Ararat High School

Program Focus

This program established four major areas of focus. The first was an immediate concern of aiding students at the high school to obtain summer employment, part-time, academic year employment and permanent employment upon graduation. The need of this type of activity has become very apparent in view of the increasing unemployment, especially among young workers.

The second major focus was to teach the student appropriate ways to obtain and keep a job. The need, again, is evidenced by national and local statistics which show young people as being almost transient in the work force.

The third focus was to integrate the teaching of these skills into the classroom. This objective becomes integral to the success of any program that seeks to be instructive rather than an employment agency. It is this effort which attempts to prevent young people from entering the work force with inadequate or non-existent interpersonal skills.

The fourth major focus was to export the materials and procedures developed in this project to local and national audiences. This objective is not crucial to the success or failure of a program, but it is a professional responsibility.

Evaluation

The data collected on specific activities engaged in by the staff came in two forms: (1) Criterion data indicating completion of the activity and; (2) evaluative data to indicate the success of the activity.

Focus #1 - Aid Students to Secure Employment

These activities are itemized under priorities II, III, and V. All activities were achieved but some data indicates areas of weakness. The first activity was to survey students to determine their expectations for employment. This activity-generated data is difficult to interpret because of the changing ideas of the students. The assessment was made in February and many students had not begun to be concerned about employment. This caused a change in the individuals participating in the program although the numbers remained the same.

Priority III involved contacting and soliciting assistance from area businesses. These activities have been achieved and data shows a positive attitude by business with repeat requests for students handled by the staff. Priority V was also achieved with specified numbers of students being placed in jobs. Data from these activities point out a real need for accurate information about students, both in terms of what students perceived and actual expectations, and past work performances. This data

would permit more accurate recommendations to be made to employers and better placement of students.

Focus #2 - Teach Skills to Students

Priority IV under this focus was to develop mini-courses of skills and follow-up procedures. Both activities were achieved, but no data was collected to indicate whether the training helped the participating students be more effective. Neither was sufficient preliminary information collected to determine which skills were needed by which students. This activity needs to be significantly refined before it can be used effectively. The data collected by "pre-post" testing showed the mini-courses were efficient teaching tools.

Follow-up procedures were established and those students who attended expressed the belief that the seminars were useful. This was the only data collected and it came from a subset of the original group. Some useful information enabled the staff to identify the "hard-core" unemployed students. Additional efforts at isolating the characteristics of these students should be implemented so that they can be identified early enough to be helped.

Focus #3 - Involve Classroom Teachers

Priority I and VII dealt with this area. This is the weakest area of the program. Some work has been done with adult education but no significant progress has been made. The placement team guidelines were prepared but involving the teachers was difficult. Only twenty-five[1] students have been involved in materials prepared for classroom use. Some of the problems are those experienced by many new programs: (1) Lack of time and desire, by teachers to be involved; (2) arranging meetings; (3) an attitude that says "this isn't my job." These activities will take administrative support to become effective.

Focus #4

The exportation of ideas and materials by the staff has begun slowly. Few visitors have come, but they seemed impressed with the activities. Some materials were prepared and showed at local association meetings and some articles have been published. The activites for this area were all accomplished but they need additional time and effort to really produce the desired effect.

OTHER ACTIVITIES

Dissemination

A slide/tape presentation about the Placement Program was designed and produced for use at conferences, workshops, and generally to introduce our program to any interested parties. To date, this slide show has been viewed by the following groups or individuals:

The New England Personnel and Guidance Association Convention Members

The Central Maine Guidance Association Members

The S.A.D. #75 School Board

The Mt. Ararat Placement Team

---

[1] Only Placement Team units' materials

Evaluators from the State Department of Educational and Cultural Services

The Maine Employment Security Commission's Representative to the Portland School District

The Assistant Field Representative for the Maine Advisory Council on Vocational Education

One Mt. Ararat Adult English Class

State Representative Tierney

The Director of the Department of Vocational Education

A Guidance Counselor from Hodgdon High School

The first draft of our Procedural Guide, which was produced and printed in the fall of 1974, has been distributed along with the Job Packet and other materials to the following groups:

Members of the New England Personnel and Guidance Associates who attended our workshop presentation

Several Central Maine Guidance Association members

The S.A.D. #75 School Board Members

Several attendants at the American Vocational Association Convention in New Orleans

The Lions Club of Brunswick

The Maine Legislature's Joint Committee on Education

Additional Procedural Guides and/or Job Packets have been mailed or given to 70 separate parties, 29 of which are in Maine.

A workshop format which explains the organization and implementation of an in-school job placement service, using our project as an example, was designed by the Director and used at the New England Personnel and Guidance Association Convention in Portland, Maine, and at the Central Maine Guidance Association meeting at Mt. Ararat (see agenda in Appendix).

Visits by the project staff to other projects, agencies or meetings have included:

A visit to Mt. Blue High School in Farmington

A visit to the Maine Employment Security Office in Bath

A visit to Abilities and Goodwill in Portland

Two meetings to prepare the job placement legislation

Two exemplary projects' directors' meetings

The legislative committee's hearing on the job placement bill

One Maine State House's session

A presentation to a guidance class at the University of Maine in Orono

A presentation to a guidance class at the University of Maine at Portland/Gorham

Visitors to our project have included the following persons:

The Assistant Field Representative from the Maine Advisory Council on Vocational Education

The Representative to the Portland School District from M.E.S.C.

Members of the staff of Vocational Region 10

The Director of the COPE project from Biddeford High School

State Representative James Tierney

Director of the Maine Job Bank, M.E.S.C., Augusta

A Representative from the Bureau of Labor Education

A Third Party Evaluator

The Adult Education Consultant from the Bureau of Vocational Education

A Guidance Counselor from Wolfeboro, N.H.

A student from U.M.P.G.

A staff member from Brunswick High School

The Director of the Maine Department of Vocational Education

A Guidance Counselor from Hodgdon, Maine

A Representative of the University of Maine Department of Labor Education

Additional dissemination activity has included numerous articles in the local paper, distribution of our pamphlets to local employers and an article written by the Project Director for the nationally distributed American Vocational Association Journal (see Appendix).

Staff Development

In an effort, to become familiar with and well-informed about other activities related to job placement, the staff undertook the following activities:

The Coordinator attended a Placement Workshop in Kennebunk, Maine in July, 1974. The workshop was conducted by Jack Dale, Director of Florida's state-wide placement program.

The project staff attended the New England Personnel and Guidance Association Convention in Portland in October, 1974.

The project staff attended a November meeting in Lewiston of all the exemplary projects' directors in Maine along with representatives of the Maine State Department of Educational and Cultural Services. The purpose was to share ideas and exchange information.

The Project Director attended two dissemination meetings of the directors of exemplary projects.

The Coordinator and Counselor attended a meeting on positive reinforcement at Augusta Regional Vocational Center which was conducted by two representatives of the Association for Organizational Research and Productivity.

Miscellaneous Activities

A first draft of a Procedural Guide to Secondary School Job Placement in the State of Maine was prepared by the Materials Specialist and made into booklet form.

The Job Packet was revised and added to and directions on how to use the senior seminar packet were written by the Coordinator to be included in the packet for dissemination.

A professional photographer was hired who prepared a slide/tape presentation on the Mt. Ararat Job Placement Program. The script was written by the Director.

A statistics file has been compiled which includes total monthly figures on applicants, referrals, interviews, placements, employers contacted, etc.

In addition to the student applications file and the company files, a much more extensive filing system for all our materials has been established. Follow-up card files on students and employers are included in this system.

The Placement Coordinator has taught an adult education class in English at Mt. Ararat for the entire school year. Since all the students in the Adult Education Basic Education course were in her English class, the Coordinator was able to provide placement services to all those students who needed them. Furthermore, the close association with the adult education director and staff has enabled the Coordinator to offer placement services to any adult education students in the school who desired the services.

Legislation

The primary recommendation of the 1975 final report was that the most effective means of promoting state needs in secondary school job placement would be via legislation. The Project Director co-authored L.D. 1609 "An Act to provide Job Development-Career Placement and Follow-up Services in Maine Secondary Schools".

The progress of the bill has been a source of both excitement and frustration to the school and community. A copy of the legislation appears in the Appendix.

It was apparent to us from the initial hearing-at which the project director, a parent and a student testified-that no one doubted the need for placement service. Sympathy for the bill was unanimous. Support was not, primarily due to two counter arguments. First, school districts could not comply with the law without significant additional funding. Second, it was an infringement on local control of education.

As of this writing, the bill is engrossed in the House; having passed in the Senate.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

I. Needs Assessment

Data concerning placement needs of seniors which was obtained in a needs assessment survey, while providing us with a starting point, changes considerably in a three or four month period. Any system, therefore, which categorizes seniors too early in the school year is inadequate and unreliable. Thus, the only way to keep information accurate is to keep in touch personally with seniors, especially to recheck their plans as close to graduation time as possible.

II. Job Development

Contacting businessmen personally is undoubtedly the best means of obtaining job orders. Personal visits to employers with subsequent phone calls to check back are the methods we used. Employers have made it clear, however, that any more than two or three visits a year to inquire about job openings would be an imposition. They prefer phone contact after the first few visits. Advertising on radio and in

the newspaper in addition to mailings to businessmen are also effective, although not nearly as much so as personal contact. Generally, the reactions of businessmen and the community have been very positive.

Mailing letters to summer camps was not an effective means of obtaining job openings, when the small number of job orders received is compared to the time and expense put into the mailings. We will probably re-contact only those camps who gave us opeings this year.

The M.E.S.C. Job Bank microfiche was a valuable addition to the job development effort, since it provided us with openings which we otherwise would probably have not known about.

III. Student Development and Placement

Learning Activities

Using existing classes for group work has worked out very well for us. Teachers have been very receptive and we have found that placement learning activities can fit easily into any area of the curriculum.

Role playing and game formats and guest speakers have been effective means of presenting placement materials to classes, although the younger students have been more receptive to role playing and games while the older students have enjoyed the guest speakers more.

Placement Activities

Placing seniors seeking full time work after graduation is a task which will continue after school closes and may well not be completed until the fall of the next school year.

To adequately provide placement services to seniors, schools must develop the flexibility to allow some students to accept full time jobs which open up in the spring prior to graduation.

Rural graduates are not interested in relocation for employment. Furthermore, rural students in general are more interested in the location and salary of the job than in the type of work they may be doing.

There is as great a demand for placement services from undergraduate classes as there is from the senior class, and an even greater demand for part time and summer work from the former group. Several students being fired in close succession this year taught us to be extra careful in checking students' references. Teachers have been excellent sources to check with regarding students' attendance, reliability and skills.

IV. Follow-up

Telephoning graduates in the long run is easier and gets better and more complete results than mailings.

It is difficult to get post-graduates in for follow-up sessions, since most are either working full or part time or are away at school. However, those who did attend the Faculty/Graduate Get-together had nothing but positive comments and seemed to enjoy the evening very much.

Scheduling of undergraduate groups is a problem even in a school such as ours where students have some unscheduled mods. Students are not as interested in seeing us after they have jobs as before and some need considerable prodding to get them to attend the group sessions.

V. General

The Placement Team effort has proven that it is feasible to get staff other than those in the Guidance Department to assist in the Placement effort. Non-professional staff are especially eager to help. Weekly meetings of the team, however, have been difficult because many of the school staff had several other committees they served on and it was difficult to get all team members to every meeting. Occasional monthly meetings after an initial organizational meeting seems to be the better set-up.

Articles published in national journals can be of great aid in the dissemination and publicizing efforts, as was evidenced by the number of letters we got requesting materials after the A.V.A. was published.

There is a general and prevalent feeling among the public that there is a need for placement services in the schools and that this is not being provided. At the same time, there is a feeling among legislators that this service cannot be provided without expending great sums of money.

RECOMMENDATIONS

The public temperament is right for promoting wide-spread job placement in secondary schools. The current recession has made this a timely topic. Therefore, we suggest the following steps be taken:

1) The State Department of Education organize to promote this development.
2) We recommend that the Procedural Guide to Secondary Job Placement that is currently being prepared be completed next year for distribution around the state in order to help implement job placement services in the schools.
3) Those involved in job placement throughout the state should meet to develop an action-oriented workshop.
4) The Department of Education should explore alternatives for state-wide coordination of local job placement efforts.
5) All materials which describe the project activites, especially the classroom units should be compiled and published for dissemination.

APPENDIX

Needs Assessment Form 46

Employer Survey Form 47

Senior Seminar Agenda 48

Formal Application Form 49

Graduation Contract 50

Results of Post-Graduate Follow-up 51

Results of Faculty/Graduate Follow-up 52-53

"You as a Worker" Evaluation Questionnaire 54

"You as a Worker" Self Evaluation Sheet 55

Evaluation Test For Undergraduate Seminar 56-58

Workshop Agenda 59

A.V.A. Article 60-63

Copy of Legislation 64-66

Bibliography 67-71

SENIOR POST-GRADUATE NEEDS ASSESSMENT

Name: _____

Attendance Group: _____ Advisor Group: _____

I. What are your plans for after graduation? (If you are not certain, check all those which might be possibilities.)

___ A. Working

1. Would you like help in finding full time employment for next year? Yes ___ No ___
2. If NO, where do you plan to work next year? _____
   Are you already assured of a job? Yes ___ No ___ Unsure ___
   Have you done this kind of work before? Yes ___ No ___
3. Would you be interested in attending a day-long seminar for seniors, designed to teach you job hunting skills, as well as your rights as an employee? Yes ___ No ___

___ B. Furthering Education

1. ___ four year college or university
   ___ two year college
   ___ vocational or technical school
   ___ business school
2. Have you already applied to schools? Yes ___ No ___
   Where? _____
3. Will you need financial help? Yes ___ No ___
4. If so, do you have a Parents' Confidential Statement? Yes ___ No ___

___ C. Travel

___ D. Military. Which branch? _____
Have you already enlisted? Would you like to see a representative from: Army ___ Navy ___ Air Force ___ Marines ___ Coast Guard ___

___ E. Other. What? _____

II. Please answer the following:

A. Part time work

1. Could you use some help in finding a part time job during the school year? Yes ___ No ___
2. Do you work now? Yes ___ No ___ Where? _____
   Type of work? _____ Do you enjoy it? Yes ___ No ___

B. Summer work

1. Could you use some help in finding a summer job? Yes ___ No ___
2. Do you already have a job for this summer? Yes ___ No ___
   Where? _____ What type of work? _____
3. Did you work last summer? Yes ___ No ___
   Where? _____ What type of work? _____
   Did you enjoy it? _____

C. Would you be interested in attending a day long seminar, designed to teach you job hunting skills, as well as your rights as an employee? Yes ___ No ___

51

Employer Survey

Work Study, Part Time, Full Time Jobs for Area Residents

Company Name _____ Counselor _____ Date _____

I. How many people do you usually employ? _____

II. Who is the person to contact regarding employment? _____

III. What type of positions do you usually fill?
(Check all that apply): ___ part time ___ full time
___ seasonal ___ other.

IV. What background do you require of a potential employee?
(education and training) _____
_____

V. What types of jobs are available in your business? _____
_____
_____

VI. Do you feel that you would ever be in a position to hire:
____ part time student ____ part time student to train for
____ full time employee full time employment

VII. Would you be able to hire a student on Work Study, which means that the student would get credit for his work, and a school representative would contact you regularly regarding the student?
_____

VIII. If you hired a student on a part time basis (not for credit), would it inconvenience you if the Placement Counselor contacted you occasionally during the first months on the job to aid the student in any adjustment difficulties he may be having? _____
_____

IX. Would you be interested in a Business Work-Study program which would provide clerical help, with the student getting credit for work? If so, check which arrangement(s) you feel would be most useful: ____ Part time ____ Full time ____ Temporary

X. Would you consider having a student (or small group of students) come to your place of business to see what the jobs there consist of? _____

XI. Would you be interested in coming to the schools to talk to students about your job or the world of work in general? _____
_____

XII. What would be the best method of keeping the schools and your business in touch with each other?

A. ____ Placement Counselor visits you regularly. (How often? _____)

IV. What background do you require of a potential employee? (education and training) _____

_____

V. What types of jobs are available in your business? _____

_____

_____

VI. Do you feel that you would ever be in a position to hire:

____ part time student ____ part time student to train for
____ full time employee full time employment

VII. Would you be able to hire a student on Work Study, which means that the student would get credit for his work, and a school representative would contact you regularly regarding the student?

_____

VIII. If you hired a student on a part time basis (not for credit), would it inconvenience you if the Placement Counselor contacted you occasionally during the first months on the job to aid the student in any adjustment difficulties he may be having? _____

_____

IX. Would you be interested in a Business Work-Study program which would provide clerical help, with the student getting credit for work? If so, check which arrangement(s) you feel would be most useful: ____ Part time ____ Full time ____ Temporary

X. Would you consider having a student (or small group of students) come to your place of business to see what the jobs there consist of? _____

XI. Would you be interested in coming to the schools to talk to students about your job or the world of work in general? _____

_____

XII. What would be the best method of keeping the schools and your business in touch with each other?

A. ____ Placement Counselor visits you regularly. (How often? _____)

B. ____ Placement Counselor calls regularly. (How often?_____)

C. ____ Employer will call when there is a need for the Placement Services.

D. ____ I do not feel that my business will need the schools' services in the foreseeable future. (If this is the case, do you feel it would be an imposition if the Placement Counselor contacted you once a year to update files?) _____

XIII. We are also trying to provide students with an understanding of the attitudes necessary to be a successful employee/employer. Do you have any suggestions which you feel should be included in these sessions?

Job Day - Mt. Ararat School - April 15, 1975

MODS		
1	Introduction & Slide/Tape Presentation	Chorus Room
2-3	Review of Packet Materials	
	Group 1	Room 111 (Business Ed)
	Group 2	Room 159
	Group 3	Career Center
4-5	Work Attitudes	Rooms 243-244
	Mr. Doug Gray	Pre-Cast of Maine
	Mr. David Wheeler	University of Maine
	Mr. Lee Patenaude	Shaw's Grocery Store
6-7-8	Labor Laws & You	Room 201
	Mr. Ralph Tucker	University of Maine Bureau of Labor Education
9-10	Lunch	
11-12	The Job Interview	Rooms 203-204
	Mrs. June Gagnon	Brunswick Naval Air Station
	Mr. Lee Patenaude	Shaw's Grocery Store
	Mr. Paul Smith	Hillcrest Farms
13-14	Mock Interview Game	
	Evaluation of the Day	
	Group 1	Room 111
	Group 2	Room 159
	Group 3	Career Center

-44-

Date:

STATE POSITION WANTED

1st Choice _____

2nd Choice _____

3rd Choice _____

Lowest Salary Acceptable

Will you accept night work?

What Hours?

DO NOT WRITE IN THIS SPACE

FRONT

MR. MRS. MISS — Last Name | First | Middle | Soc. Sec. Number | Home Phone

PERMANENT ADDRESS — Street & Number | City and State | How Long

PREVIOUS 1 ADDRESS 2 — How Long

Employed By — How Long

Nearest Relative

Date of Birth: Month Day Year | Height | Weight | Married ☐ Single ☐ Widowed ☐ Separated ☐ Divorced ☐ | Number Children | Citizen | Military Service: Army - Navy - M.C. Dates

Physical Handicaps

	Courses taken	No. Yrs	Graduate Yr.
High School Attended			
College or Trade School			

Do you live with parents? Yes ☐ No ☐ Are you willing to travel? Yes ☐ No ☐ Have driver's license? Yes ☐ No ☐

Do you own home? Yes ☐ No ☐ Will you move out of State? Yes ☐ No ☐ Have you a car? Yes ☐ No ☐

Do you rent? Yes ☐ No ☐ Will you accept temp. position? Yes ☐ No ☐ Ever Bonded? Yes ☐ No ☐

Check How you heard of us? News Paper Tel. Book Other

OFFICE SKILLS — CHECK OR FILL IN ITEMS YOU HAVE EXPERIENCE IN.

Shorthand Speed _____ WPM

Typing Speed _____ WPM

Name Office Machines:

Dictating _____

Bookkeeping _____

Billing _____

Calculator _____

Other _____

Switchboard PBX ☐

Bookkeeping ☐

Statistical ☐

Payroll ☐

IBM ☐

Inventory ☐

Hobbies _____

Other Experience or Skills

_____

_____

_____

_____

_____

IMPORTANT - Starting with PRESENT or LAST employer complete EMPLOYMENT RECORD

PRESENT OR LAST EMPLOYER _____ Address _____ Supervisor _____

Kind of Business _____ Position _____ Salary _____

Date Started _____ Date Left _____ Why did you leave? _____

Describe Your Work: _____

NEXT PREVIOUS EMPLOYER _____ Address _____ Supervisor _____

Kind of Business _____ Position _____ Salary _____

Date Started _____ Date Left _____ Why did you leave? _____

Describe Your Work: _____

NEXT TO PREVIOUS EMPLOYER _____ Address _____ Supervisor _____

Kind of Business _____ Position _____ Salary _____

Date Started _____ Date Left _____ Why did you leave? _____

Describe Your Work: _____

CHARACTER REFERENCES:

1. Name _____ Address _____ Tel. _____

2. Name _____ Address _____ Tel. _____

INTERVIEWERS SPACE (DO NOT WRITE HERE)

CONTRACT FOR GRADUATION
(Work Transition)

Name _____ Date: _____

Mt. Ararat School will award _____ a diploma and he/she will be able to participate in all graduation exercises upon completion of the following conditions:

1) Maintain the status of a full-time employee for _____. In the event employment is terminated, _____ will return as a full-time student.

2) Complete the following academic requirements by June 7:

3) Meet once a week with the Placement Counselor or another counselor to review work progress.

_____ as of Semester 7 has _____ credits. He/she has decided to complete courses in _____ but does not need them to complete graduation requirements.

_____
Student

_____
Susan Gerendas
Placement Counselor

_____
Parent or Guardian

_____
Kenneth C. Gray
Director of Guidance

_____
Judith Steinfort
English Department

_____
Lindon Christie, Jr.
Principal

_____
William Anderson
English Department

SENIOR FOLLOW-UP RESULTS
CLASS OF 1974
(as of October 15)

138 of 143 seniors contacted

47 are in school

- 33 - four year school
- 14 - two year vocational school

68 are working full time (we placed 21 of these)
6 are working part time
1 is traveling
20 are unemployed (9 of these are actively job-hunting through our office)

Last February a Needs Assessment Survey was taken of this same group. On comparing the data gathered <u>then</u> with the date gathered in October, we discovered:

83 students (59%) are doing what they expected to be doing.

39 are in school
41 are working full time
2 are working part time
1 is traveling

56 students (41%) are <u>not</u> doing what they expected to be doing.

8 of these are in school
27 are working full time
4 are working part time
20 are unemployed for various reasons

Faculty/Graduate Get-Together
Wednesday, January 8, 1975
7:00 p.m. to 9:00 p.m.

The Guidance Office at Mt. Ararat School as a part of its effort to follow up the activities of its first graduating class sponsored a faculty/graduate combination social and discussion group. The entire senior class was invited and thirty-four attended along with twelve faculty and staff members as well as the five members of the guidance and job placement staff. After a brief registration and introduction, the entire group broke into four small groups to discuss the agenda topics: The First Six Months -- Were You Prepared? and The First Six Months -- Opinions as Members of the Community. The groups were evenly divided between workers and those continuing their education; thus we feel we got a fairly representative sample of the class of 1974.

Following are the main points which emerged from the groups and which may be helpful to the Mt. Ararat administration and staff in planning future school policy and curriculum.

What Does Mt. Ararat Need? How Can We Change?

--vocational course, specifically electronics (one group)
--study skills course (four groups)
--accelerated courses for college bound students (two groups)
--more writing in English courses and harder ranking at the beginning of the course, then rank on improvement (three groups)
--note taking practice, e.g., shorthand and organization (two groups)
--math
    a. students from other schools seem to have more background (one group)
    b. need to know what math background is necessary for school you want to go to (one group)
--high school too easy, need more pressure to study (three groups)
--harder business courses (one group)
--deeper study into basic subjects, e.g., science, math, history, and less work on individual limited projects (one group)
--career education
    a. Find out students' real interests when they first enter high school instead of asking them if they plan to go to college or work (one group)
    b. Start students in tenth or eleventh grade learning about occupations (two groups)
--anatomy and physiology course (one group)
--economics as a practical course (one group)
--typing should be required of everybody (one group)
--should prepare students for failure as well as success (one group)

What Was Good About Mt. Ararat?

--communication between teachers and students good (one group)
--the set-up (one group)
--unstructured mods gave practice for college in structuring own study time (two groups)
--arts and crafts course practical (one group)
--research paper course useful (one group)
--current affairs course provided useful knowledge of world around us (one group)

General Comments of Students in Work Force

--job seminar helped one student with interviews but not as much with job hunting (one group)
--responsibility for being there; attendance more essential than in high school (one group)
--expanded job program needed to learn more about practical expenses and budgeting (two groups)
--were not prepared for how hard work was, e.g., job hard, can't socialize while working, can't be absent as much as in school (one group)
--should do more to help students decide before senior year that they want to go to work instead of continuing their education

Opinions as Members of the Community

Note: Concerning this topic, most of the students commented on what the outside community thought of Mt. Ararat rather than speaking as members of the community themselves.

--still positive but rumors fly (one group)
--community sees athletics/ so probably negative since our athletic program has not been successful overall as yet (one group)
--opinions differ with different groups in the community (one group)

What Are Your Present Concerns?

--all were concerned about economic situation
--workers say they need more skills
--college students concerned about why they are there, that college is sheltering them from the real world, and about what the job market will be like when they get out of school.

FINAL EVALUATION CHART

Name _____

During this unit on work attitudes you participated in several activities which were designed to help you see how you perform as a worker. The final product in the unit we hoped would be an honest and objective evaluation of yourself and how you would fit into the world of work. Please fill out the following chart rating of yourself as honestly as you can according to how you feel you performed in each activity. Your teachers will also fill out sheets on each one of you so that you may compare how they rate you to how you rate yourself.

Rating system

6. Outstanding
5. Superior
4. Competent (above average)
3. Average
2. Meets Minimum Requirements (improvement needed)
1. Unsatisfactory

	Assembly Lines	Puzzle	Maze	Job Situations Writing
Cooperation				
Drive (initiative, enthusiasm)				
Leadership (ability to win respect from others)				
Ability to follow Instructions				
Dependability (attendance, promptness)				
Ability to Write and Speak Clearly				
Sociability				
Creativity (unique or unusual approach)				

EVALUATION

We have been trying to emphasize interpersonal skills to job situations. In considering what we have done with your class, we would like some honest comments from you.

1. Student interviews
2. 4 "Companies" "assembly line"
3. Employer
4. Puzzle (review)
5. Maze
6. Job situations
7. Wrap-up

Which class do you feel you got the most out of?

Which class do you contribute the most to?

What would you have improved? or done differently?

NAME _____ DATE _____

JOB SEEKING/JOB KEEPING SEMINAR FOR UNDERGRADUATES

EVALUATION QUESTIONNAIRE

1. List 4 sources you could use in hunting for a job.
   a. _____
   b. _____
   c. _____
   d. _____

2. Who is the person you should ask for when making a phone call in answer to a want-ad or when calling from the yellow pages?
   _____

3. What would be three important things you should find out if you were calling to answer the following want-ad?
   "Full-time male and female workers wanted for work at summer resort motel - June 15 through August 31. Housing provided."
   a. _____
   b. _____
   c. _____

4. Of what value are the yellow pages in helping you job hunt?
   _____

5. Turn to the next page and complete the application form page.

6. List 4 important things you should do or know before going on an interview?
   a. _____
   b. _____
   c. _____
   d. _____

7. List 4 of the most important things to do or say at an interview.
   a. _____
   b. _____
   c. _____
   d. _____

8. What is the first thing you should do when you enter a place where you have an interview appointment? _____
   What is the last thing you should do? _____

9. List two poor work habits which might cause you to have problems or even get fired from your job.

   a. _____

   b. _____

10. In the filmstrip in which the high school girl who worked in the department store was having trouble with her boss, what did Marian's boss feel was her biggest problem? _____

    _____

11. In the filmstrip about the nurse's aide, what were two problems the nurse Michelle had to face when the aide Kay did not call in?

    a. _____

    b. _____

12. In the filmstrip about the gas station attendants, what were two reasons Joe felt the job at the bank was better than the gas station job?

    a. _____

    b. _____

13. How much notice should you give when you leave a job? _____
    Why? _____

14. What is the current minimum wage for adults? _____

15. What is the current minimum wage for students? _____

16. Why are there two different minimum wages for students and adults? _____

    _____

17. What are the two jobs which do not have to pay the minimum listed in Questions 14 & 15. a. _____

    b. _____

18. If you feel you are not being paid a fair wage for your job, or are not getting the overtime pay you have earned, or are being treated unfairly in any other way by your employer, what government department can you call in Augusta?

    _____

19. If you are getting paid $2.40 per hour and you worked 50 hours one week, how much would your gross pay be (this is a job which pays overtime)? _____

20. What do you feel are the most important things you have learned in this seminar on jobs? _____

21. What do you feel were unimportant topics or topics of no use to you?

    _____

    _____

22. What would you like to see included in the seminar that was not covered?

    _____

    _____

Any other comments:

EDUCATION

School or College	Name	Location	From Year	To Year	Graduated (Yes or No)	Major Course	Degree	Indicate Your Mark Honors? Average? Poor?
HIGH SCHOOL								
COLLEGE OR UNIV.								
OTHER SCHOOLS								

Do you plan to continue your education?_____ What subjects?_____ Day_____ or Evening_____

BUSINESS EXPERIENCE AND REFERENCES

State complete past record — information given in this section must account for all employed or unemployed time not spent in school or college.

Name of Company	Address (Street and City)	Business	Time Employed From Mo. Yr.	Time Employed To Mo. Yr.	Type of Work	Salary per Week	Name of Person Under Whom You Worked	Reason for Leaving

FOR APPLICANTS FOR CLERICAL POSITIONS

Check each of the following in which you have had experience or have studied at school.

- ☐ Accounting
- ☐ Algebra
- ☐ Geometry
- ☐ Latin
- ☐ French
- ☐ German
- ☐ Spanish
- ☐ English ____years studied
- ☐ Biology
- ☐ Physics
- ☐ Shorthand ____years studied
- ☐ Typing ____years studied
- ☐ Bookkeeping
- ☐ Telephone Operator
- ☐ Filing
- ☐ Mail
- ☐ Business Law
- ☐ Business Arithmetic
- ☐ Billing Machine
- ☐ Calculating Machine
- ☐ Dictating Machine Transcription
- ☐ Merchandising
- ☐ Multilith
- ☐ Tabulating Machine
- ☐ Punch Card Machine

PERSONAL REFERENCES. Do not give names of RELATIVES.

NAME.....
ADDRESS..... (Street and No.)
..... (City & State)
OCCUPATION.....

NAME.....
ADDRESS..... (Street and No.)
..... (City & State)
OCCUPATION.....

NAME.....
ADDRESS..... (Street and No.)
..... (City & State)
OCCUPATION.....

1. If employed I agree to abide by and observe all rules and regulations of the Company. I also understand that permanent employment depends upon the result of a trial period of three months, terminable at will, satisfactory replies from my references, a favorable report from my physical examination and acceptance by the Bonding Company.
2. Any misrepresentation on this application is reason for immediate dismissal. The use of this blank does not indicate that there are any positions open, and does not in any way obligate the Company.
3. Participation in the Company's Group Income Protection Plan is required.
4. I give the educational institutions and the business and personal references listed above, my permission to give complete reference data to the Company.

.....
Signature

63

EDUCATION

School or College	Name	Location	From Year	To Year	Graduated (Yes or No)	Major Course	Degree	Indicate Your Mark Honors? Average? Pass?
High School								
College or Univ.								
Other Schools								

Do you plan to continue your education? _____ What subjects? _____ Day _____ or Evening _____

BUSINESS EXPERIENCE AND REFERENCES

State complete past record — information given in this section must account for all employed or unemployed time not spent in school or college.

Name of Company	Address (Street and City)	Business	Time Employed From Mo. Yr.	Time Employed To Mo. Yr.	Type of Work	Salary per Week	Name of Person Under Whom You Worked	Reason for Leaving

FOR APPLICANTS FOR CLERICAL POSITIONS

Check each of the following in which you have had experience or have studied at school.

- ☐ Accounting
- ☐ Algebra
- ☐ Geometry
- ☐ Latin
- ☐ French
- ☐ German
- ☐ Spanish
- ☐ English
- ☐ .....years studied
- ☐ Biology
- ☐ Physics
- ☐ Shorthand
- ____years studied
- ☐ Typing
- ____years studied
- ☐ Bookkeeping
- ☐ Telephone Operator
- ☐ Filing
- ☐ Mail
- ☐ Business Law
- ☐ Business Arithmetic
- ☐ Billing Machine
- ☐ Calculating Machine
- ☐ Dictating Machine
- Transcription
- ☐ Merchandising
- ☐ Multilith
- ☐ Tabulating Machine
- ☐ Punch Card Machine

PERSONAL REFERENCES. Do not give names of RELATIVES.

NAME.....
ADDRESS.....
(Street and No.)
.....
(City & State)
OCCUPATION.....

NAME.....
ADDRESS.....
(Street and No.)
.....
(City & State)
OCCUPATION.....

NAME.....
ADDRESS.....
(Street and No.)
.....
(City & State)
OCCUPATION.....

1. If employed I agree to abide by and observe all rules and regulations of the Company. I also understand that permanent employment depends upon the result of a trial period of three months, terminable at will, satisfactory replies from my references, a favorable report from my physical examination and acceptance by the Bonding Company.
2. Any misrepresentation on this application is reason for immediate dismissal. The use of this blank does not indicate that there are [illegible] open, and does not in any way obligate the Company.
3. Participation in the Company's Group Income Protection Plan is required.
4. I give the educational institutions and the business and personal references listed above, my permission to give complete reference data to the Company.

.....
Signature

JOB PLACEMENT:
A FUNCTION REVISITED

Conducted By:

Dr. Charles W. Ryan, Director
Research Coordinating Unit
Bureau of Vocational Education

Kenneth C. Gray, Director
Guidance Department
Mt. Ararat School

Susan F. Gerendas, Placement Coordinator
Job Placement Office
Mt. Ararat School

Molly Graffam, Placement Counselor
Job Placement Office
Mt. Ararat School

AGENDA

1:45 - 1:55 — General Introduction
Dr. Charles W. Ryan

1:55 - 2:00 — Introduction to Mt. Ararat Job Placement Program
Kenneth Gray

2:00 - 2:10 — "Is This the Place Where You Get Kids Job?"
Slide/Tape Presentation

2:10 - 3:10 — Groups - Rotate every 20 minutes

2:10 - 2:30
I. Job Packet Review
Kenneth Gray

2:30 - 2:50
II. Teaching Interview Techniques
Susan Gerendas

2:50 - 3:10 — Follow-Up: Work Situations
Molly Graffam

3:10 - — Panel Discussion if Time Available

Mt. Ararat Finds the Keystone

Two approaches to high school job placement

by Ken Gray

Fred is a National Merit semifinalist; he has decided to pursue his part-time radio announcer job full time after graduation, maybe go on to school later. Judy has enrolled in vocational courses in her senior year; she has decided to go to work. The reasons are numerous, the summation conclusive. More and more seniors are turning to full-time employment upon graduation.

In the State of Maine the percentage of high school graduates going on to college has declined 13 percent in four years. Our graduates at Mt. Ararat School are no exception. From primarily rural, coastal "down east" communities, they are quick to point out that the belief that college means good jobs is "not necessarily so." At the same time, it has been clear to us on the faculty that without help, these students will be ill-equipped to seek or keep jobs. They need help and have the right to expect it.

(Mt. Ararat, incidentally, is Maine's largest consolidated school. It serves four rural communities in central coastal Maine, grades 7-12, 1,360 students.)

Two Models

In an effort to meet the placement needs of undergraduates as well as graduating seniors, the Mt. Ararat Guidance Department has developed two alternate plans for job placement at the high school level. One is a guidance-based model in which the guidance department conducts the job placement effort as part of its ongoing program. The second is a team approach involving interested faculty members who organize a team placement effort.

The models were developed on the following guidelines: Neither would require additional personnel; each would be viewed as an extension of existing services rather than an addition to them; both would reflect the needs of rural youth, and both would take a comprehensive view of placement.

Taking a "comprehensive view" means that job placement is more than getting kids jobs. It means preparing students to be successful employees as well as preparing them to wage a successful job-seeking campaign. At Mt. Ararat, we use a five-segment program which includes (1) needs assessment, (2) job development, (3) student development, (4) placement, and (5) follow-up.

Trite But True

"Look before you leap," is the way the saying goes. Needs assessment is exactly that. What is the student demand for placement services? Is the greater demand for full-time or part-time employment? Where are the students working now? Who are the major employers? What is the average wage? All are questions that must be answered.

It may sound a bit hollow, but needs assessment is important. The demand for job placement services can be awesome.

Students placed on jobs are required to report back to school for two group sessions. Follow-up at Mt. Ararat is primarily for support.

Transition option permits Mt. Ararat seniors to take advantage of good job offers before graduation and complete courses on contractual basis. Most prefer to stick around for end-of-year activities.

cation." "The way they come in for an interview, they couldn't get hired if their father owned the company." Sound familiar?

"You have to keep telling them every minute what to do." "They think you owe them something." Anyone dealing with employers has heard it all. Doing something about this state of affairs is the primary objective of student development.

How does a student get a job? Better still, how does he keep one? Teaching these skills is student development. It can be the most challenging, creative, important, and frustrating aspect of job placement.

The prime vehicle of student development at Mt. Ararat is a job-seeking/job-keeping seminar. A one-day intensive format is used, as it tends to interfere least with class scheduling and other activities. The seminar covers sources of jobs, resumes, letters of introduction, interviews, job keeping, and labor laws. Each participant is given a job packet containing relevant materials for review. Only the packet binder is purchased; thus the seminar involves no great expense. Of all aspects of this seminar, students seem to enjoy hearing from local businessmen the most.

Currently being developed are activities that take place within the classroom. Seniors are being asked to report on a troublesome work situation as a writing assignment. Teams of students use these reports to write short, work-related role-playing scripts for videotaping. It is the author's belief that such activities included in the ongoing curriculum will be the most effective type of student development.

Mutual Trust Essential

Placement is the payoff of the program. It is a process of matching a potential employee with an employer—of providing students with information and support to ensure that they are hired.

At Mt. Ararat, we are committed to the

Building Valid Occupational Images

by Arthur L. Berkey

Taxonomic model for career information

Career development focuses on helping the student acquire knowledge about the nature of occupations and understand himself as a basis for making informed career decisions. Ideally, implementation of these informed decisions through education and training in relevant vocational programs will lead to employable and well-adjusted citizens.

In essence, then, a student's career development involves the continuing sequence of (1) building valid occupational images through knowledge about the different occupations open to trained employees, (2) understanding the interests, aptitudes and limitations of self, (3) making informed career decisions, and (4) enrolling in the appropriate vocational education programs to prepare to implement these decisions, i.e., to enter the occupation decided on.

To provide information about occupations sufficient for informed career choice requires knowledge of the various aspects of occupations. Counselors and teachers who guide students in the career development process need to be able to identify the different aspects of an occupation that are relevant to career decisions, then provide accurate and comprehensive information about those aspects. This assembled information is what constitutes the "occupational image."

Out-of-School Input

Before proceeding with determination of the necessary information, it is instructive to understand the nature of occupational images. Teachers and counselors should keep in mind that occupational images are not built in a vacuum. Nearly everyone has some image of any occupation he knows to exist.

Occupational concepts are acquired in informal, often subtle ways. Comments and attitudes expressed by other persons with whom the student is in daily contact is a continuing input. Information and models offered by the mass media are another source. Consider, for example, television. Television dramas deal with a host of occupational models—doctors, lawyers, policemen, journalists, tradesmen, truck drivers, and many others.

Prevailing cultural values also contribute to occupational images, as evidenced in the reports of status rankings in sociological research studies.

The aspirations of American parents for a college education for their children is still a strong influence, although somewhat modified by the current surplus of college graduates.

The informal contributions to occupational images in out-of-school settings are significant. They may or may not be valid depending on the accuracy and completeness of the information provided. Certainly most models of occupations presented in movies and TV programs for entertainment purposes compromise reality to some extent. The feelings and experiences portrayed by actors on the screen may not represent a true sample of occupational experience.

The contribution of these sources to occupational images needs to be recognized and allowed for in the development of valid images. A first step may well be to change an invalid image. Pedagogical strategies for developing valid images need to provide for overcoming the "set" of an invalid image.

Taxonomic Model

The taxonomy of information proposed here is designed to build up accurate occupational images by focusing on 12 aspects of an occupation. These 12 "aspect" areas are:

1. *Hours:* Number of hours required on the job; time of day, and days of week.
2. *Co-Workers:* Ethnic backgrounds, social class, lifestyles, and values of persons working in the industry.
3. *Supervision Received:* Type and extent of supervision.
4. *Nature and Conditions of Work:* Kinds of tasks involved and under what conditions the work is performed (inside, outside, noise, travel involved, etc.)
5. *Material Rewards:* Level and type of wages and fringe benefits offered.
6. *Prestige and Status:* How the occupation is viewed in relation to other occupations.
7. *Opportunity for Advancement (immediate future):* Promotions and pay raises possible soon after entry into the occupation.
8. *Job Security:* Rate of turnover due to layoff and terminated jobs; average tenure of workers in the occupation.
9. *Opportunity for Careers:* Identifiable career ladders providing opportunity for advancement.
10. *Education and Training Requirements:* Levels of formal education and work experience typically required for entry and continuing employment in the occupation.
11. *Future Outlook for the Industry.* Viability of the industry in which the occupation is found, and number of employment opportunities likely to be available.
12. *Job Satisfaction:* Satisfaction or dissatisfaction of persons employed in the occupation, and characteristics of the occupation that contribute to these personal attitudes.

The taxonomy is a means of providing factual information about occupations that can cut through biased images which students may have picked up from informal sources. A valid image will contribute to informed career decisions, and consequently, to truly free career choice. □

About the author
Dr. Berkey is an associate professor of agricultural and occupational education, New York State College of Agriculture and Life Sciences, Cornell University.

establish a cut-off point. This should be done by the teacher, in conjunction with the guidance personnel. The cut-off point is the only time when the actual number of points achieved by the student on the selection scales becomes important. In most situations, a larger number of applicants than positions dictates only the sequencing of students according to points scored, then counting down along the rankings until the total number of openings is reached.

In a small school system, it is possible that the total enrollment would be small enough so that any vocational program would have more openings than students applying for admission. Even so, it would seem desirable to establish a cut-off point so that students who do not meet the established criteria for one program can be recounseled into other programs.

Checking Validity

The selection scales can be validated by correlating them with the performance of students already enrolled in ongoing vocational programs. The vocational teacher ranks his students from best to worst in accordance with the course objectives. This ranking is then compared with the same students' ratings according to scores made on the selection scales.

To further test validity, placement personnel can run a spot check on certain criteria by means of an item analysis.

Hoped-For Results

A validated system of selection scales should do much to improve the accuracy, efficiency, and accountability of student placement procedures. It is hoped that Hyde's selection scales will find continued adoption and use in Ohio schools and that the results will be to:

- Improve the prediction of a student's performance in a specific high school vocational program, i.e., project his potential for achievement.
- Build better understanding between general and vocational education by involving other teachers in the placement of students in vocational courses. (Their participation is needed, for example, in the rating of student attitudes.)
- Provide objective data-conversion procedures to make it easier for counselors to approach the interpretation of tests as a science rather than, as Dale Prediger puts it, "an exercise in tea-leaf reading."
- Develop a reliable and objective system that can stand up under the scrutiny of lay groups such as the board of education—a selection procedure that can account for the placement or rejection of students in vocational programs.
- Create a system that can be data processed, relieving the counselor of extensive red-tape evaluation in some areas of information.
- Reduce training problems by ensuring that the interests and abilities of students more nearly match the demands made by the training.

Finally, but not least important, it is hoped that the system will curtail dropout rates among Ohio students. □

References

Beck, Richard W. "Criteria for the Selection of Students for Trade and Industrial Education Programs." Unpublished Ph.D. dissertation, The Ohio State University, 1971.

Brum, Herbert D. "The Role of State, Local and Teacher-Training Personnel in Developing Programs for the Disadvantaged and Handicapped." Paper read in Atlanta, Georgia, February 17, 1970. (Mimeographed.)

Essex, Martin, W., Superintendent of Public Instruction. *State Board of Education Annual Report 1971*. Columbus, Ohio: State Department of Education, 1971.

Fowler, Fred M. *Selection of Students for Vocational Training*. U.S. Office of Education, Vocational Division Bulletin No. 232, Occupational Information and Guidance Series No. 13. Washington, D.C.: U.S. Government Printing Office, 1945.

Prediger, Dale J. *et al.* "Predictors of Success in High School Level Vocational Education Programs: A Review, 1954-1967." *Personnel and Guidance Journal*, October 1968.

Rhodes, James A. *Alternative to a Decadent Society*. Indianapolis, Ind.: Howard W. Sams and Co., Inc., 1969.

State Board of Education. *Standards for Vocational Education Plans and Programs*. Columbus, Ohio: State Department of Education, 1970.

Stock, William E. and Pratzner, Frank C. *Review of Research on Student Selection and the Prediction of Success in Occupational Education*. Minnesota Research Coordination Unit in Occupational Education. Minneapolis: University of Minnesota, 1969.

Thorndike, Robert L. and Hagen, E. *Ten Thousand Careers*. New York, N.Y.: John Wiley, 1959.

Department of Health, Education and Welfare. *Administration of Vocational Education: Rules and Regulations*. Vocational Education Bulletin No. 1. Washington, D.C.: U.S. Government Printing Office, 1966.

Wells, Carl E. "Will Vocational Education Survive?" *Phi Delta Kappan*, February 1973.

About the authors

Dr. Wircenski (wearing a turtleneck) is assistant professor in the Department of Industrial Education at Purdue University and co-director of special needs programs. His experience at the secondary level includes three years as industrial arts department head and two years as T&I coordinator (all in the State of Ohio). Dr. Hyde is state supervisor of vocational education for Southeastern Ohio. His past experience includes seven years in engineering at Timken Roller Bearing company, Canton, Ohio, and three years as teacher educator at Kent State University.

ONE HUNDRED AND SEVENTH LEGISLATURE

Legislative Document **No. 1609**

S. P. 476 In Senate, April 8, 1975

Referred to the Committee on Education. Sent down for concurrence and ordered printed.

HARRY N. STARBRANCH, Secretary

Presented by Senator Reeves of Kennebec.

STATE OF MAINE

IN THE YEAR OF OUR LORD NINETEEN HUNDRED SEVENTY-FIVE

AN ACT to Establish Job Development, Placement and Follow-up Services in Secondary Schools.

Be it enacted by the People of the State of Maine, as follows:

20 MRSA § 1296 is enacted to read:

§ 1296. Secondary school based job development, career placement and follow-up services

1. Services to be established and maintained.

A. On or before October 1, 1976 each public secondary school will establish and maintain job development, placement and by October 1, 1977 establish follow-up services for all students graduating or leaving the public school system.

2. Job development services. "Job development services" shall be established by October 1, 1976 and be so designed as to:

A. Inform business, industry and other agencies and institutions of career placement and follow-up services;

B. Locate and inventory jobs through community contacts and activities; and

C. Assist business and industry in creating new jobs to better match the abilities, attitudes and career plans of the graduate and leaver.

3. Career placement services. "Career placement services" shall be established by October 1, 1976 and be so designed as to provide:

A. Placement assistance to school graduates or leavers. The nature of such services will depend upon the desires of the individual to either obtain

gainful employment, to enroll for further education, or to engage in a combination of employment and education;

B. Educational services of a remedial nature as well as job seeking, job retention and job exit skills; and

C. Information to students on the hiring practices, needs and occupational opportunities of business and industry.

4. Follow-up services. "Follow-up services" shal e established by October 1, 1977 and be so designed as to:

A. Locate those graduates and school leavers in need of placement services;

B. Evaluate job development and career placement services;

C. Determine the effectiveness of instructional programs in meeting their stated goals and objectives and to provide a systematic examination of the performance of former students in the areas in which they received training; and

D. Follow-up services shall be completed on all students within one year after graduation.

5. Regulations and guidelines. The Commissioner of Educational and Cultural Services shall develop and prescribe regulations and guidelines by which school boards are to provide job development, placement and follow-up services.

6. Implementation services. The Department of Educational and Cultural Services will provide technical implementation services to support the public high schools in establishing job development placement and follow-up programs.

7. School plans.

A. Each school board shall, prior to January 5, 1976, adopt a school plan to ensure that job development, career placement and follow-up services are provided for all students graduating from or leaving each secondary school.

B. Each plan shall be submitted to the Department of Educational and Cultural services for approval.

STATEMENT OF FACT

This Act establishes comprehensive job development, placement and follow-up services for the public secondary schools of this State. There were 3,624 students who left Maine public high school prior to graduation during the 1973-74 school year. Of the 14,377 high school graduates in June of 1974, 40% were enrolled in some type of post secondary education while 60% were eligible for work.

BIBLIOGRAPHY

Books

Christian, Floyd T. Guidelines for Placement Services and Follow-up Studies Provided by School Districts. Tallahassee, Florida: Florida State Department of Education, 1973.

DiNoia, R. Richard. Student Placement and Follow-up Services. St. Petersburg, Florida: School Board of Pinellas County, n. d.

Job Placement: A Guidebook for Counselors. Trenton, New Jersey: State Department of Education, Division of Vocational Education, 1968.

Mahaney, Thomas. Part Time Employment Study: "Educational Experience Outside the Classroom." Lewiston, Maine: Guidance Department, Lewiston High School, 1972.

McCarty, Virginia. Job Placement. Atlanta, Georgia: Georgia Public Schools, Job Placement Program, n. d.

Report on Placement and Follow-up Literature Search. Jacksonville, Florida: Duval County School Board, 1974.

School Based Job Placement Model. Harrisburg, Pennsylvania: Pennsylvania Department of Education, Bureau of Vocational Education and Continuing Education, Research Coordinating Unit, 1972.

Vickey, Bruce. How to Apply for a Job. Midland, Michigan: Youth Employment Services, Midland Public Schools, n. d.

Wasil, Raymond A. Data Processing: Techniques and Procedures for Job Placement and Guidance. Akron, Ohio: Akron and Summit County Public Schools, 1971.

Wasil, Raymond A. Job Placement: Model for Implementation of School Placement Services. Akron, Ohio: Akron and Summit County Public Schools, 1971.

Wasil, Raymond A. Pre-Employment Model. Akron, Ohio: Akron and Summit County Public Schools, 1971.

Other Resource Materials

Akron-Summit County Job Placement Materials Packet. Akron, Ohio: Akron and Summit County Public Schools, 1971.

Gerendas, Susan F. The Cashier Game. Topsham, Maine: Mt. Ararat School Job Placement Office, 1974.

Jarvis, Jo Marie. The Mock Interview Game. Topsham, Maine: Mt. Ararat School Job Placement Office, 1974.

Job-Seeking/Job-Keeping Seminar Packet for Seniors. Topsham, Maine: Mt. Ararat School Job Placement Office, 1975.

Job-Seeking/Job-Keeping Seminar Packet for Undergraduates. Topsham, Maine: Mt. Ararat School Job Placement Office, 1975.

Liking Your Job and Your Life (sound filmstrip). Pleasantville, New York: Life Guidance Associates, 1970.

Looking for a Job Seminar Packet. Bernalillo, New Mexico: Bernalillo Public Schools, Youth Employment and Career Development Program, n. d.

Trouble at Work (sound filmstrip). Pleasantville, New York: Guidance Associates, 1970.

World of Work. New York: Webster Division of McGraw-Hill Book Company, 1969.